
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Charter Annual Report
Tuesday, May 07, 2013
(Last Accepted: Tuesday, May 07, 2013)
Entity: ARISE Academy Charter High School
Address: 1118 Market Street
Philadelphia, PA 19104

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

**Charter School Annual Report
Summary Data
2011 - 2012**

Name of School: ARISE Academy Charter High School

Date of Local Chartering School Board/PDE Approval: February 2009

Length of Charter: 3 years **Opening Date:** September 2009

Grade Level: 9 - 12 **Hours of Operation:** 8:00 am - 3:30 pm

Percentage of Certified Staff: 77 **Total Instructional Staff:** 14

Student/Teacher Ratio: 15/1 **Student Waiting List:** 0

Attendance Rate/Percentage: 67%

Second Site Address, Phone Number and Site Director:
N/A

Summary Data Part II

Enrollment: 176 **Per Pupil Subsidy:** Nonspec ed - \$8,608; Spec ed - \$18,512

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black (Non-Hispanic):	96%
Hispanic:	3%
White (Non-Hispanic):	1%
Multicultural:	0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
100%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 65

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	NA	NA	NA	NA	NA	181	181
Instructional Hours	NA	NA	NA	NA	NA	1257.5	1257.5

SECTION I. EXECUTIVE SUMMARY

Educational Community

ARISE Academy is a unique school serving specifically youth who have been in the care of the Department of Human Services. We are located in the heart of Center City Philadelphia, in a business district, deliberately because our students come from every region of the city and even outside its borders. We serve a student body of approximately 160 youngsters, many of whom have had inconsistent prior schooling experiences.

Our physical community is in a busy urban business area. We are surrounded by small businesses, shopping malls and retail stores, and large corporations including the Philadelphia Convention Center, Lowes Hotel, SEPTA and Aramark. Because of our commercial, corporate, and service-oriented community, there are significant opportunities for career engagement, internships, and supported work experience.

Similarly, our center city location affords easy access to the many historical, educational, and arts institutions that are within walking distance of our school. For example, students learn civics with local lawyers and judges who also helped us build our youth court program. Similarly, our surroundings allow us to connect to internships, speakers, monitoring, and other resources. We share our building and partner with the Achieving Independence Center (AIC), an agency established to support youth in care 16-21 in their stable transition to adulthood.

While our surroundings are relatively affluent, our students themselves exist solely on the money given to their care providers by the state. 100% of our students qualify for federal free and reduced lunch. While the City of Philadelphia has many industries and businesses, but job opportunities are scarce, particularly for under-resourced youth. We are therefore employing an experiential learning curriculum that is focused on building career readiness in addition to academic preparedness.

At ARISE Academy, we offer our students opportunities to interact with other students who share similar life experiences. Many of our students have been separated from their parents and it is not uncommon for students to move more than five times in a school year. In addition, many of our students have experienced trauma either through abuse, poverty, or We partner with the Department of Human Services, the Department of Behavioral Health, and related organizations such as the Achieving Independence Center. We work with these partners to coordinate planning and services for our youth and to provide life-skills training and post-secondary guidance and support.

Our students have significant behavioral health needs. They come to us struggling academically because of multiple school placements and other challenges. We have a broad network of support that helps us maintain a robust program including a 1:26 counselor-student ratio. We have a strong, compassionate, and experienced teaching staff that holds expectations high for our students and works hard to actively engage them in learning.

Academically, we have designed and implemented a new model for the 2011-2012 school year. Our Foundations Academy for 9th and 10th graders focuses on building essential skills in literacy, numeracy, and problem solving. Our 11th and 12th grade Experiential Academy is career-focused and hands-on--giving students opportunities to develop skills they value.

We are also excited to announce two partnerships. One is with Big Brothers, Big Sisters, Drexel University, DHS, and the Stoneleigh Foundation, that will partner in coming ninth graders with individual mentors for their high school careers. The second is with Bright Side Academies, a daycare provider that will be offering childcare for our students with children of their own at their location just blocks from our School or at any of their 32 locations around the city. Bright Side and ARISE Academy are partnering to support our young parents in a variety of ways.

ARISE Academy students and community members are profoundly committed to our school. We call ourselves a family and we hold ourselves to our commitment to serve our youth with excellence.

Mission

Arise Academy Charter High School provides high-quality academic programs combined with high quality on-site support services for youth ages fourteen to twenty-one who have been in the care of the department of human services and are moving toward emancipation. Staff and administration focus on assisting students in reaching their full potential. Arise Academy Charter High School students learn and grow in an atmosphere of mutual respect and appreciation for individual talent. Its students will realize the intrinsic value of education and family, and become part of a community of life-long learners. Arise Academy Charter High School prepares students to take their places in society as responsible workers or students of higher education.

Vision

Arise Academy is a school that serves high school aged youth who are or have been in the care of the Department of Human Services, and are transitioning towards independence and responsible adulthood. Arise Academy will provide students with a stable environment that enables them to further develop their emotional intelligence and academic abilities. Students will benefit from relevant course material and high-interest program selections. Strong support systems built upon meaningful relationships with staff and other students will ensure students' academic potential is met. Students will be active contributors in an individualized, cooperative, and experiential curriculum focused on developing relevant skills for the 21st century. In addition, students' emotional needs and self-exploration will be supported through a dynamic and comprehensive counseling program. Graduates will leave Arise with a network of valuable relationships, a sense of personal and civic responsibility, a deep understanding of their identity, and the skills necessary to achieve outside of Arise Academy's walls.

We want our students to develop and mature as young adults who believe that they have a place in society and a chance to live as successful citizens. Competency with everyday skills and essential technology will help them to feel capable of success in their chosen careers. Arise Academy students will leave our school with improved academic skills, job skills, and social skills. They will have experienced positive interactions with their peers and with adults in school and the workplace. Our vision is for all of our students to leave us prepared for jobs and additional schooling. They will be able to interact with peers and colleagues in a mature manner, and they will have a strong self-image that motivates them for more success. The technology opportunities that we make available to our students will help to assure their success.

Shared Values

We believe that all of our students can achieve all of the goals of our school and our community. The founders believe strongly that a critical element for this success is a stable, consistent and nurturing school environment. The lost piece of the puzzle for our

youth is the normalcy of caring, supportive, and knowledgeable adults who are committed to their care and education. Founders, current staff and community stakeholders share core beliefs that our school community can engage all students and help them to improve.

ARISE Academy is employing the Sanctuary Model(tm) of trauma-informed practice. As such we adhere to the Seven commitments of the Sanctuary Model (<http://www.sanctuaryweb.com/commitments.php>):

The Seven Sanctuary Commitments represent the guiding principles for implementation of the Sanctuary Model — the basic structural elements of the Sanctuary“operating system” - and each support trauma-related goals for clients and for staff:

- *A Commitment to Nonviolence* — helping to build safety skills and a commitment to higher purpose
- *A Commitment to Emotional Intelligence* — helping to teach emotional management skills
- *A Commitment to Social Learning* — helping to build cognitive skills
- *A Commitment to Open Communication* — helping to overcoming barriers to healthy communication, learn conflict management, reduce acting-out, enhance self-protective and self-correcting skills, teach healthy boundaries
- *A Commitment to Democracy* — helping to create civic skills of self-control, self-discipline, and administration of healthy authority
- *A Commitment to Social Responsibility* — helping to rebuild social connection skills, establish healthy attachment relationships, establish sense of fair play and justice
- *Commitment to Growth and Change* — helping to work through loss and prepare for the future

The Seven Commitments apply to everyone. Organizational leaders must be fully committed to the process of the Sanctuary Model for it to be effective — that means the Board of Directors, Managers and Staff. If the organizational leaders do not get on-board, it will not work. But even when leaders are on-board, it is a challenging process.

Rooted in the practices of the Yemin Orde Youth Village, in Israel, Arise is a school committed to continuing care for all our young people throughout their lives while helping them construct a coherent world-view.

Academic Standards

Educational Strategy

1. Get them there
 - a. Our attendance and achievement strategies underlie this goal. Proactive attendance initiatives will be employed to get them there, ensuring their success encourages their ongoing attendance.

2. Teach them
 - a. Cutting edge hiring practices, teacher accountability and assessment-driven remediation and advancement achieve this clear goal.
3. Make it real
 - a. The practical application of learning is center stage at ARISE Academy. It begins with an orientation that connects school success to life goals and continues within a culture that continually points toward those goals.

This strategy is rooted in findings from the July 2011 report entitled "Education is the Lifeline for Youth in Foster Care" highlights the major factors that have been found to improve educational outcomes for kids in foster care:

1. Minimize or avoid school changes
2. Improve regular school attendance
3. Provide supports to prevent behavior problems in school
4. Special Education needs must be met with quality services
5. Support must be provided to ensure graduation
6. Post-graduation support is necessary for the transition to adulthood

Educational Framework

1. Collaborative and Experiential Learning
2. Community and Civic Entrepreneurship
3. Physical and Emotional Health

The essential elements of the ARISE Academy Framework are the core of ARISE Academy's work with each of its stakeholders and constituents—students, staff, partners, and community. They also represent domains of goal setting, measurement, and accountability.

Collaborative, Experiential Learning

The ARISE Academy learning design seeks to teach students to think and work creatively and collaboratively and to use their knowledge and skills to address real-world challenges.

- **Rigorous, standards-aligned curricula:** The curriculum at ARISE Academy is based on the Pennsylvania state standards and uses the Standards Aligned System to ensure that our instruction targets the core concepts and skills determined by the state department of education. Our curriculum emphasizes building foundational skills while focusing student learning on big, transferable ideas and understandings.
- **Reading and Math/Skill Development:** ARISE Academy will focus intensively on developing foundational and applied skills in literacy and numeracy. Every ARISE Academy student and staff member will participate in daily literacy and numeracy learning. For one period of the day, all members of the community will work together to build these foundational skills. Our eLibrary program, the first aspect of the

program to be implemented, is a daily literacy block during which students and staff meet in small groups to read high-interest reading material and to build a streaming library across the school.

- Learning by doing: ARISE Academy students will make use of the knowledge and skills they gain in their academic classes. Rigorous core academic learning will be integrated into student experiences with volunteering, leadership, and civic entrepreneurship. This learning is assessed through real-world application and cross-curricular portfolios as well as through traditional academic performance measures.

Community and Civic Entrepreneurship

At ARISE Academy, the school is a center of community for our young people and their caregivers. By partnering with organizations such as the Achieving Independence Center, the cross-organizational older foster youth support center we share our building with, ARISE Academy will take a community centered approach that will offer academic and athletic enrichment as well as possibly health care resources, counseling, financial education, community legal services, or other services that meet the needs of community members.

- Experiential Learning Projects: ARISE Academy emphasizes the principles of *civic entrepreneurship*—we teach the power of creative problem-solving directed towards building a stronger civic community.
 - Each ARISE Academy student will take on a two-year, *Experiential Learning Project (ELP)*—a more extensive and long-term version of a senior project. ARISE will develop and run core school-based ventures and sponsor a variety of student-led ventures. At the end of 10th grade or the equivalent, each student will either join an ongoing existing venture, internship or work experience, or volunteer activity or the student will propose to start their own ventures.
 - All 11th and 12th grade students will participate in an ELP of their choosing. Beginning in 9th grade, students will participate in service and leadership activities with the eventual selection of their ELP in mind. Over time, students will experiment with different opportunities and during their 10th grade year they will either propose to join an existing venture or action project or to create one of their own using ARISE Academy venture capital. Student course work in 11th and 12th grades will be structured around their ELP work and will support and be supported by students' practical learning in their ventures, internships, or work experiences. This is a model that has been successful in programs like the Big Picture schools.
 - The ELPs are designed to engage students in sustained, self-directed, real-world learning. Through "legitimate peripheral participation" in the most basic organizational tasks followed by gradually increasing responsibility and direct involvement in leadership and decision-making, students learn all aspects of the organization they have joined. Students will ultimately take on senior roles either as administrators or practitioners in their ventures.
 - The school must model these processes by becoming a "community of practice" in which newer members are initiated by their older peers into the practices of participation.

- o Student course work in eleventh and twelfth grades will be structured around their ELP work and will support and be supported by students' practical learning in their ventures, internships, or work experiences.
- Leadership Development: ARISE Academy will train and support students in understanding the role of a leader and the importance of their participation within the school and community.

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Physical and Emotional Health

ARISE Academy students must learn to nurture and care for their bodies and spirits as well as their minds.

- Individualized Care and Individual Growth Plans: At ARISE, we are working with students to develop **Individual Growth Plans (IGPs)** that articulate long and short-term goals and help map out concrete steps towards these outcomes. The IGP is a tool that can be used to focus support in school and outside. It is essential that our students understand clearly both where they really are in terms of having both academic and practical competencies and what they need to learn and develop if they hope to achieve their personal goals. To ensure that we appropriately serve each of our young people, each student has a homeroom adviser, a counselor, and a team consisting of faculty, caregivers, support workers, and advocates, where appropriate. Together, this team monitors and supports our students in pursuing their individual plans.
- Positive Socialization Curriculum: ARISE students will participate in weekly, psycho-educational group learning experiences designed to build social and emotional skills and support individual student development. Students are taught to be present and mindful while working to develop positive habits, resiliency, and positive coping mechanisms. All students in the school participate in daily advisory groups that use IGPs to promote goal setting and planning, social and emotional health, and leadership.
- Physical and Emotional Health: In addition to developing a robust physical education and athletics program, ARISE Academy is networking with community health organizations to provide health care and health education to all students and caregivers.

School Structure

Continuous Improvement

Inquiry Community Design

ARISE Academy operates on the belief that all students, schools, and communities can achieve excellence through hard work, critical thinking, personal responsibility, and responsibility to and for others. ARISE Academy and our partners will hold ourselves to these same standards of excellence in everything we do. ARISE Academy is an inquiry community and a learning organization and all members of the school will be engaged in the ongoing investigation and analysis of our work and its outcomes and ongoing improvement of our programs.

Measuring and Maintaining Excellence

Reflection and data analysis will be routine aspects of school processes. The REAL Community Metrics Committee will work with stakeholders to develop metrics, measure results, and analyze data for root causes. This committee will also supervise the ongoing data analysis process by which the school works to improve its overall effectiveness.

Academic Milestones and Performance Targets

School Level Performance: ARISE Academy will assess its progress continuously using both internal and external evaluators. Community members, including teachers, administrators, partner agencies, and students, will analyze school data and design interventions. External evaluators such as university researchers will support REAL's organizational learning and reform. Metrics will be used to analyze the school as a learning institution and as a member of the neighborhood and community.

ARISE Academy will meet the following performance targets. These include (1) all students will meet or exceed ambitious individual literacy and numeracy goals; (2) all students will graduate HS and pursue a meaningful postsecondary placement in college, military, or the workforce; (3) all students will lead healthy, competent and confident lives.

Measurement

Student Performance: Individual student performance will be assessed using a variety of authentic formative and summative performance assessments, including annual summative student portfolio presentations in which students will present about their learning regarding a key cross-cutting theme from their year's study and experience.

Teacher Performance: ARISE Academy's success in ensuring teacher effectiveness will be measured by school-wide analysis of performance evaluations, qualitative teacher survey data (including affective data), and teacher retention or promotion rates.

ARISE Academy teachers themselves will be assessed through annual performance evaluations conducted by their school principal and department chair. Assessments will include regular "walk-through" short observations conducted on a weekly basis and at least two full-period, formal observations. Teachers will additionally be required to complete self-directed inquiry projects into teaching and learning or some aspect of the school. Teachers will present their findings to the school community at regular intervals.

The Impact of ARISE Academy on the Community: We will partner with researchers from local universities to develop a model for measuring the impact of the school on the foster community. ARISE Academy works to ensure that our extended community continually becomes a safer, healthier, more economically vibrant community in which young people and their families can learn and grow.

Friere, *Pedagogy of the Oppressed*

Friere, P. (1970). *Pedagogy of the Oppressed*. Continuum International Publishing Inc.: New York.

Corchran-Smith, M. and Lytle, S. (2009). *Inquiry as Stance: Practitioner Research in the Next Generation*. Teachers College Press: New York.

Strengths and Challenges

Strengths:

Arise Academy Charter High School has a number of strengths. The small school size (under 200 students) provides a close learning community with an environment of highly individualized support provided by a highly dedicated staff. The average class size is 15. Our academic program is focused on building foundational skills and engaging students in real-world learning. We run a career themed summer session and an after school program includes music, student leadership, enrichment and remediation programs, and a full sports program in conjunction with local Benjamin Franklin High School. Multiple credit recovery opportunities are provided for students throughout the year and we provide multiple educational pathways to help young people complete their high school degrees under difficult living circumstances.

In addition, this year our school took major steps forward in developing our school culture and implementing our student support and management strategies. Violent incidents and serious disruptions declined dramatically this year. ARISE Academy staff prevent all but a handful of confrontations from becoming physical.

In addition, we have begun to make some academic progress as evidenced on the PSSA. Although we have not yet raised our proficient/advanced percentages to where they need to be, we have begun to decrease our percentage of below basic students--by 5% in reading and almost 6% in math. Our student body is 97% African American and universally low-income, so our only notable sub-group is special education and our performance in this sub-group parallels our performance as a whole.

Students come to Arise Academy Charter High School with enormous educational, social, and emotional challenges. We strive daily to meet those diverse challenges on an individual basis. The unique nature of our school has attracted a number of partners and benefactors. A number of external partnerships including the Achieving Independence Center (AIC) of the Department of Human Services (DHS), the Education Support Center of DHS, the Eagles Youth Partnership, have been established to provide support for Arise Academy students. Other benefactors have provided financial and in-kind contributions. These include the Lenfest Foundation that awarded the school a two-year \$100,000 matching gift, the Bara Foundation, the Van Amerigen Foundation, the Kind Foundation, the African American Museum, Lowes, Old Navy, and Neiman Marcus. The resources, services and products provided by these partners are described in more detail in other parts of this report.

Weaknesses:

ARISE Academy serves mostly students who have histories of truancy from school. Increasing student attendance and participation in our school program is our central challenge and our number 1 priority. There is no learning without attendance and therefore increasing daily attendance to 85% is our most important goal. A related concern is with declining enrollment in April and May during the past two years. This year we have reorganized our credit system to try and mitigate against this problem.

Our second area of weakness is related to the first--our students are behind in foundational skills, particularly reading and mathematics. Most of our students read significantly below grade level according to our local assessments. Similarly, our local diagnostics suggest major gaps in many of our students' understandings of basic mathematics, including problem-solving and basic operations. These foundational skill deficits are highlighted by our PSSA scores, which have been more representative of student's preexisting challenges than is acceptable to our school and community.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

In the spring of 2011, Arise began an ongoing interactive process of school design. Our work has been refocusing and re-articulating our school mission, vision, and purpose and has been aligning the structures of schooling to these purposes. This process has been carried out at every level of the organization involving a variety of stakeholders. We have held strategic planning discussions with board members, members of the human service and child advocacy community, staff, administration, and students. During the spring of 2012, school community members worked in school planning committees to investigate, review, and revise the elements of schooling including the academic plan, graduation requirements, behavioral health plan, school culture design, professional growth plan, school infrastructure, and school operations.

Professional development time was used to engage teachers and staff in the development of school purposes and the elements of schooling. We reviewed the schools history and existing data to understand past performance, culture, and needs. We refocused on the school's mission and determined planning and design priorities.

Timeline:

- July/August, 2011: Board planning meeting addresses core school challenges; board and partner behavioral health overview meeting
- October/November: Initial school planning and design meetings at the staff and administrative levels; partner meetings with local advocates, judges, DHS members, and others;
- January/February: Whole-school strategic planning meeting focused on the big-picture
- March/April: Strategic implementation plan and design; academic plan
- May/June: Revision of strategic implementation plan with board and school staff
- July/August: Articulation of implementation plan; design of strategic planning process phase 2

Planning Team

This Strategic Planning work is overseen by the Board Strategic Planning Committee and school leadership.

- Consultant - Lissa Hilsee: Organizes all planning materials; edits and revises plan; prepares planning agendas; assigns responsibility
- Consultant - Richard Binswagner: Organizes planning meetings for Board-level strategic planning meeting
- CEO - Gabriel Kuriloff: Directs school level planning process; chairs school design committee, engages constituents in planning process.
- School Design Support - Franca Muller: Serves as secretary of the school design committee; designs and leads school-level planning process; participates in strategic planning committee
- Board Strategic Planning Committee Chair - David Sorin: Oversees and designs strategic planning process
- Board Chair - Steve Wanner: Supervises process

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Barnes, Paula	Arise Academy CHS	Administrator	Albert Bichner, Interim School

			Leader
Binswanger, Richard	The Clear View Group	Business Representative	Board of Directors, Strategic Planning Committee
Cade, Regina	Department of Human Services (DHS) - Education Support Center	Parent	CEO - DHS Representatives act as stand-ins for parents due to our unique service to youth in the care of DHS
Cervone, Frank	Support Center for Child Advocates	Community Representative	Board President
Davis, Vernon	ARISE Academy	Administrator	CEO
DeRiggi, Laura	CBH/DHS	Community Representative	CEO
Ehrlich, Jody	ARISE Academy Charter High School	Administrator	CEO
Hilsee, Lissa	Hands on Advantage	Business Representative	Board President
Jordan, Gloria	ARISE Academy Charter High School	Ed Specialist - Social Restoration	CEO
Kuriloff, Gabriel	Arise Academy CHS	Administrator	Board
Muller, Franca	ARISE Academy	Secondary School Teacher	CEO
Roca, Jenny	ARISE Academy	Secondary School Teacher	CEO
Silvasy, Steve	ARISE Academy	Ed Specialist - School Counselor	CEO
Skolnick, Rose	ARISE Academy	Special Education Representative	CEO
Sorin, David	ARISE Academy	Board Member	Board President
Stapleton Carroll, Julie	Foundations Inc.	Other	Jill Davis, Board President
Stewart, Patti	ARISE Academy - Director of Partnerships	Administrator	CEO
Terrell, Luciana	Department of Human Services - Education Support Center	Parent	CEO - DHS Representatives act as stand-ins for parents due to our unique service to youth in the care of DHS

Goals, Strategies and Activities

Goal: Build Foundational Skills (Reading, Math) using Technology

Description: Arise Academy staff will include time utilizing instructional technology resources to support students identified as behind in foundational skills

Strategy: Make courses available through online instruction

Description: Through the use of online instructional support services, students will have access to quality learning experiences both during the school day and during extended hours outside of the school day. In addition, the extended day program will allow for remediation and credit recovery opportunities.

Activity: Conduct Online Diagnostic Testing

Description: Conduct online diagnostic testing in order to properly place students in online courses.

Person Responsible Timeline for Implementation Resources

Skolnick, Rose	Start: 10/1/2012	-
	Finish: Ongoing	

Status: Complete

Date Comment

5/6/2010 Part of our online curriculum.

Activity: Develop Online Instructional Opportunities according to student need

Description: Develop individualized instructional opportunities for students based on the personal development plan, set goals and monitor growth towards completing goals.

Person Responsible Timeline for Implementation Resources

Skolnick, Rose	Start: 9/1/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Obtain additional technology resources

Description: With financial assistance from Implementation Grant, obtain additional technology resources (laptops, increased bandwidth) to allow for technology integration into the curriculum.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 3/1/2012	-
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Finish: 3/1/2012

Status: Complete

Strategy: Provide Software and Training

Description: Provide necessary software and staff training to create an effective learning environment where students use instructional technology to improve learning

Activity: Teachers will utilize various technology applications such as assessment software and eLearning Platforms to enhance classroom practices and student accessibility to curriculum.

Description: Assessment Software will increase assessment rigor, provide exposure to standardized testing, and provide timely feedback to students. Furthermore, formative assessments extrapolated from software allows for responsive teaching and learning.

Person Responsible Timeline for Implementation Resources

Kuriloff, Gabriel	Start: 9/9/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: Develop a comprehensive behavioral health program

Description: We will employ the Sanctuary Model as well as a variety of other trainings and interventions to ensure that we are responsive to the extreme needs of our student population.

Strategy: Become a Trauma Informed Institution

Description: In order to meet the social-emotional needs of our students, Arise must become a trauma-informed school. This means that we are sensitive to the needs and concerns of victims of trauma and that we have actions in place to respond appropriately to student need. To this end, we are employing Sandra Bloom's Sanctuary Model as well as employing support from Multiplying Connections, a local organization specializing in trauma-informed practices run by the Health Federation of Philadelphia.

Activity: Provide professional development for teachers

Description: Provide professional development for teachers following the articulated pd calendar and plan and/or on an as needed basis.

Person Responsible	Timeline for Implementation	Resources
Kuriloff, Gabriel	Start: 9/12/2012 Finish: 6/19/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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2.25	23	25
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Arise Academy Charter High School	<ul style="list-style-type: none"> • School Entity • College • Non-profit organization 	Not approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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<p>Educators will be more prepared to implement the curriculum and support student achievement. Educators will be able to execute a root cause analysis. Educators will be able to integrate Sandra Bloom's "Sanctuary Model" into their classrooms. Educators will be able to analyze data regarding student progress and create data-informed action plans for their classes and individual students. Educators will use knowledge of adolescent development to organize their classroom practices. Educators will be able to implement school-wide attendance incentives and policies. Educators will be able to deliver research-based social-emotional curriculum designed by the Arise Counseling team. Educators will use self-inquiry strategies to work towards improvement of their teaching practice. Educators will be able to implement research-based differentiation strategies in the classroom. Educators will study literacy and numeracy</p>	<p>The Arise Counseling team is creating a socio-emotional curriculum and professional development focused around Sandra Bloom's "Creating Sanctuary." They are also incorporating other current research in this topic into their work. Members of the leadership staff are partnering with the Drexel Math Forum to create a professional development curriculum for teachers that is focused on relevant and up-to-date research practices for teaching students numeracy-based skills. Arise Academy's Literacy Specialist is using current research to improve the school's literacy program and accompanying professional development. The co-chair of school design is organizing professional readings and trainings for staff that are relevant to classroom mindsets and practices. Some of the staple readings include: Paul</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. • Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership</i></p>
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development and skills and integrate them into their practice.

Brambrick-Santoyo's "Driven by Data"; Doug Lemov's "Teach Like a Champion"; Paolo Friere's "Pedagogy of the Oppressed"; and Linda Darling-Hammond's "The Flat World of Education."

- roles:
- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
 - Provides leaders with the ability to access and use appropriate data to inform decision-making.
 - Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
 - Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Health, Safety and Physical Education • World Languages • Mathematics • History • Career Education and Work • Economics • Geography

Follow-up Activities

Evaluation Methods

- | | |
|---|--|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. |
|---|--|

- involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Journaling and reflecting
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans

Status: Not Started — Overdue

Activity: Train advisory teachers to implement wholistic homeroom curriculum

Description: Advisory teachers will work with individual students to create a plan for their success. They will monitor their attendance and grades to insure students are staying on track, call student's caregivers regularly, and serve as advocates for students in teamings and other school processes.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/22/2011 Finish: 7/6/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	5	18
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Arise Academy Charter High School	• School Entity	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
1) Knowledge of and skill in delivering the unique, research-based social-emotional curriculum designed by Arise staff 2) Knowledge of adolescent development 3) Knowledge of school	This content will be rooted in the practices developed by scholars at the University of Pennsylvania-Dr. Michael Nakkula and Dr. Howard Stevenson. Dr. Nakkula, an expert in adloscent development, has critiqued the curriculum design created by the	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area

Individual Growth Plan
Practices including individual
assessments and planning
4) Knowledge of effective
practices in communication
with our parnters

Arise team.

of the educator's
certification or
assignment.

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Other educational specialists 	<ul style="list-style-type: none"> • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Civics and Government • Health, Safety and Physical Education • Career Education and Work

Follow-up Activities **Evaluation Methods**

- | | |
|---|--|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Peer-to-peer lesson discussions • Journaling and reflecting | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Classroom student assessment data • Participant survey • Portfolio |
|---|--|

Status: In Progress — Overdue

Date **Comment**

7/25/2011 New curriculum and structure will be implemented beginning September 2011.

Goal: Develop an experiential learning program for all third and fourth year students

Description: Experiential learning in civic entrepreneurship and through internships and work experiences will connect academic and real-world learning.

Strategy: Engage in teacher-led curriculum revision to make all learning more relevant and project-based

Description: All teachers will be trained in Understanding by Design and backwards planning as well as project-based learning. Teachers will design their own scope and sequences, unit plans, and lesson plans and teachers will implement these plans in all subject areas.

Activity: Provide professional development for teachers

Description: Provide professional development for teachers following the articulated pd calendar and plan and/or on an as needed basis.

Person Responsible	Timeline for Implementation	Resources
Kuriloff, Gabriel	Start: 9/12/2012 Finish: 6/19/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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2.25	23	25
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Arise Academy Charter High School	<ul style="list-style-type: none"> School Entity College Non-profit organization 	Not approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Educators will be more prepared to implement the curriculum and support student achievement. Educators will be able to execute a root cause analysis. Educators will be able to integrate Sandra	The Arise Counseling team is creating a socio-emotional curriculum and professional development focused around Sandra Bloom's "Creating Sanctuary." They are also	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in
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Bloom's "Sanctuary Model" into their classrooms. Educators will be able to analyze data regarding student progress and create data-informed action plans for their classes and individual students. Educators will use knowledge of adolescent development to organize their classroom practices. Educators will be able to implement school-wide attendance incentives and policies. Educators will be able to deliver research-based social-emotional curriculum designed by the Arise Counseling team. Educators will use self-inquiry strategies to work towards improvement of their teaching practice. Educators will be able to implement research-based differentiation strategies in the classroom. Educators will study literacy and numeracy development and skills and integrate them into their practice.

incorporating other current research in this topic into their work. Members of the leadership staff are partnering with the Drexel Math Forum to create a professional development curriculum for teachers that is focused on relevant and up-to-date research practices for teaching students numeracy-based skills. Arise Academy's Literacy Specialist is using current research to improve the school's literacy program and accompanying professional development. The co-chair of school design is organizing professional readings and trainings for staff that are relevant to classroom mindsets and practices. Some of the staple readings include: Paul Brambrick-Santoyo's "Driven by Data"; Doug Lemov's "Teach Like a Champion"; Paolo Friere's "Pedagogy of the Oppressed"; and Linda Darling-Hammond's "The Flat World of Education."

the area of the educator's certification or assignment.

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none">• Classroom teachers• Principals / asst. principals• School counselors• Other educational specialists	<ul style="list-style-type: none">• High school (grades 9-12)	<ul style="list-style-type: none">• Reading, Writing, Speaking & Listening• Science and Technology• Arts & Humanities• Civics and Government• Health, Safety and Physical Education• World Languages• Mathematics• History• Career Education and Work• Economics• Geography

Follow-up Activities

Evaluation Methods

- | | |
|--|---|
| <ul style="list-style-type: none">• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers• Analysis of student work, with administrator and/or peers• Creating lessons to meet varied student learning styles• Peer-to-peer lesson discussions• Lesson modeling with mentoring• Journaling and reflecting | <ul style="list-style-type: none">• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.• Student PSSA data• Standardized student assessment data other than the PSSA• Classroom student assessment data• Participant survey• Review of participant lesson plans |
|--|---|

Status: Not Started — Overdue

Goal: Ensure that students improve at least 1.5 grade levels in reading per calendar year

Description: Each student who attends Arise Academy for a full school year will gain skills and strategies to improve by at least 1.5 grade level, assessed by ongoing benchmark testing

Strategy: Implement school literacy and numeracy plan

Description: Establish a specific set of practices that will ensure that students learn to read and to do foundational mathematical thinking and problem solving.

Activity: Develop literacy and numeracy curriculum

Description: Work with Arise literacy specialist and representatives of the Drexel Math Forum to develop curriculum for daily literacy/numeracy blocks.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/3/2012	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Provide professional development for teachers

Description: Provide professional development for teachers following the articulated pd calendar and plan and/or on an as needed basis.

Person Responsible	Timeline for Implementation	Resources
Kuriloff, Gabriel	Start: 9/12/2012 Finish: 6/19/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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2.25	23	25
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Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status
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Arise Academy Charter High School	<ul style="list-style-type: none"> • School Entity • College • Non-profit organization 	Not approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Educators will be more prepared to implement the curriculum and support student achievement. Educators will be able to execute a root cause analysis. Educators will be able to integrate Sandra	The Arise Counseling team is creating a socio-emotional curriculum and professional development focused around Sandra Bloom’s “Creating Sanctuary.” They are also	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator’s <u>content knowledge</u> in
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Bloom's "Sanctuary Model" into their classrooms. Educators will be able to analyze data regarding student progress and create data-informed action plans for their classes and individual students. Educators will use knowledge of adolescent development to organize their classroom practices. Educators will be able to implement school-wide attendance incentives and policies. Educators will be able to deliver research-based social-emotional curriculum designed by the Arise Counseling team. Educators will use self-inquiry strategies to work towards improvement of their teaching practice. Educators will be able to implement research-based differentiation strategies in the classroom. Educators will study literacy and numeracy development and skills and integrate them into their practice.

incorporating other current research in this topic into their work. Members of the leadership staff are partnering with the Drexel Math Forum to create a professional development curriculum for teachers that is focused on relevant and up-to-date research practices for teaching students numeracy-based skills. Arise Academy's Literacy Specialist is using current research to improve the school's literacy program and accompanying professional development. The co-chair of school design is organizing professional readings and trainings for staff that are relevant to classroom mindsets and practices. Some of the staple readings include: Paul Brambrick-Santoyo's "Driven by Data"; Doug Lemov's "Teach Like a Champion"; Paolo Friere's "Pedagogy of the Oppressed"; and Linda Darling-Hammond's "The Flat World of Education."

the area of the educator's certification or assignment.

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Health, Safety and Physical Education • World Languages • Mathematics • History • Career Education and Work • Economics • Geography

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring • Journaling and reflecting 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans

Status: Not Started — Overdue

Activity: Train teachers for Literacy/Numeracy block

Description: Design and implement professional development training for the teacher-orientation and professional development days prior to start of the year. Design and implement ongoing trainging.

Person Responsible	Timeline for	Resources
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Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Other educational specialists 	<ul style="list-style-type: none"> • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Mathematics

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles • Lesson modeling with mentoring 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Portfolio

Status: Not Started — Overdue

Goal: Expectations for students will be explicit and monitored

Description: Staff and students will set expectations for students will focus on academic proficiency, self-sufficiency, and self-reliance through the use of best practices in both instruction and character development.

Strategy: Needs Assessment - Academic Proficiency

Description: Students will complete diagnostic testing using instructional technology resources to determine skills that need reinforcement and improvement to achieve academic proficiency

Activity: Continue Diagnostic Testing

Description: Continue diagnostic testing of student's academic proficiency to compare with Personal Development Plans and guide student efforts

Person Responsible Timeline for Implementation Resources

Kuriloff, Gabriel Start: 10/1/2012 -

Finish: Ongoing

Status: In Progress — Upcoming

Activity: Develop Online Instructional Opportunities according to student need

Description: Develop individualized instructional opportunities for students based on the personal development plan, set goals and monitor growth towards completing goals.

Person Responsible Timeline for Implementation Resources

Skolnick, Rose	Start: 9/1/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Evaluate Student Achievement

Description: Evaluate student achievement with setting, monitoring and meeting personal goals

Person Responsible Timeline for Implementation Resources

Kuriloff, Gabriel	Start: 9/7/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Students will contemplate and determine their academic goals with support from staff.

Description: Students will be given opportunities to set their own expectations and personal academic objectives

Activity: Assist with Personal Development Plans

Description: Assist students as they develop Personal Development Plans. Provide technology resources to students to create and store plans

Person Responsible Timeline for Implementation Resources

Kuriloff, Gabriel	Start: 9/1/2012	-
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Finish: Ongoing

Status: In Progress — Upcoming

Activity: Students Maintain Records

Description: Students will create and maintain electronic records of their activities towards meeting personal expectations

Person Responsible Timeline for Implementation Resources

Kuriloff, Gabriel	Start: 7/29/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)

Description: Graduate rate will meet an 80% threshold and/or show growth.

Strategy: Implement an articulated attendance follow up process and identify and eliminate student attendance barriers

Description: Build on already established attendance processes to maximize student attendance

Activity: Increase Student Attendance

Description: The Leadership Committee will continue to meet weekly to assess progress, discuss individual student issues and improve processes.

Person Responsible Timeline for Implementation Resources

Barnes, Paula	Start: 9/10/2012	-
	Finish: 6/20/2013	

Status: In Progress — Upcoming

Date Comment

7/31/2012 Student attendance is discussed in weekly meetings.

Strategy: Increase communication to caregivers

Description: Develop a plan to more regularly communicate with caregivers and connect them to the school, specifically regarding attendance and truancy.

Activity: Obtain emails and electronic contact information for all caregivers

Description: Upon arrival in September, all caregivers will be contacted to insure that we have updated email and address information for parents and caregivers.

Person Responsible Timeline for Implementation Resources

Barnes, Paula	Start: 7/1/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Parent/Caregiver Letter

Description: A letter will be sent both via email and regular mail to all caregivers four times per year. In addition, letters will go out to caregivers announcing special events and news.

Person Responsible Timeline for Implementation Resources

Barnes, Paula	Start: 9/1/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Make courses available through online instruction

Description: Through the use of online instructional support services, students will have access to quality learning experiences both during the school day and during extended hours outside of the school day. In addition, the extended day program will allow for remediation and credit recovery opportunities.

Activity: Expand student involvement

Description: Expand student involvement with online school group, encourage positive interactions

Person Responsible Timeline for Implementation Resources

None Selected Start: 9/6/2011 -
 Finish: Ongoing

Status: In Progress — Upcoming

Date	Comment
7/31/2012	Students engage in online communities such as TalkChalk in which they communicate with teachers and other students as they learn social media skills.

Strategy: Provide professional development for teachers

Description: Implement an articulated professional develop schedule.

Activity: Provide professional development for teachers

Description: Provide professional development for teachers following the articulated pd calendar and plan and/or on an as needed basis.

Person Responsible	Timeline for Implementation	Resources
Kuriloff, Gabriel	Start: 9/12/2012 Finish: 6/19/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.25	23	25

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Arise Academy Charter High School	<ul style="list-style-type: none"> School Entity College Non-profit organization 	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will be more prepared to implement the curriculum and support student achievement. Educators will be able to execute a root cause analysis. Educators will be able to integrate Sandra Bloom's "Sanctuary Model" into their classrooms. Educators will be able to analyze data regarding student progress and create data-informed action	The Arise Counseling team is creating a socio-emotional curriculum and professional development focused around Sandra Bloom's "Creating Sanctuary." They are also incorporating other current research in this topic into their work. Members of the leadership staff are partnering with the Drexel Math Forum	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's

plans for their classes and individual students. Educators will use knowledge of adolescent development to organize their classroom practices. Educators will be able to implement school-wide attendance incentives and policies. Educators will be able to deliver research-based social-emotional curriculum designed by the Arise Counseling team. Educators will use self-inquiry strategies to work towards improvement of their teaching practice. Educators will be able to implement research-based differentiation strategies in the classroom. Educators will study literacy and numeracy development and skills and integrate them into their practice.

to create a professional development curriculum for teachers that is focused on relevant and up-to-date research practices for teaching students numeracy-based skills. Arise Academy's Literacy Specialist is using current research to improve the school's literacy program and accompanying professional development. The co-chair of school design is organizing professional readings and trainings for staff that are relevant to classroom mindsets and practices. Some of the staple readings include: Paul Brambrick-Santoyo's "Driven by Data"; Doug Lemov's "Teach Like a Champion"; Paolo Friere's "Pedagogy of the Oppressed"; and Linda Darling-Hammond's "The Flat World of Education."

teaching skills based on research on effective practice, with attention given to interventions for struggling students.

- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers 	<ul style="list-style-type: none"> • High school (grades 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening

- Principals / asst. principals
- School counselors
- Other educational specialists

9-12)

- Science and Technology
- Arts & Humanities
- Civics and Government
- Health, Safety and Physical Education
- World Languages
- Mathematics
- History
- Career Education and Work
- Economics
- Geography

Follow-up Activities

Evaluation Methods

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Journaling and reflecting

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans

Status: Not Started — Overdue

Strategy: Students will contemplate and determine their academic goals with support from staff.

Description: Students will be given opportunities to set their own expectations and personal academic objectives

Activity: School Counselors will develop graduation plans with students

Description: School Counselors will meet with all eligible students in early September to finalize graduation plan. The School Counselors will monitor the students progress and meet as needed with student.

Person Responsible Timeline for Implementation Resources

Ehrlich, Jody	Start: 9/7/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: School Counselors will meet with all incoming students

Description: School counselors will meet one on one with all current and incoming students to develop student action plan toward graduation and higher education. Counselors will meet with each student individually at least twice per academic year.

Person Responsible Timeline for Implementation Resources

Ehrlich, Jody	Start: 9/1/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: Increase access to community resources and partnerships

Description: Continue to increase numbers of community partners and increase access to financial and material resources.

Strategy: Continue strengthening relationships with DHS/CBH partners

Description: Maximize partnership opportunities and increase level at which systems work with each other to support student learning and success.

Activity: Employ Director of Partnerships

Description: The Director of Partnerships will develop processes and policies for external relations including fundraising and media communications. Director will be responsible for publications, website and communication to external partners.

Person Responsible Timeline for Implementation Resources

Stewart, Patti	Start: 7/15/2012	-
	Finish: Ongoing	

Status: Complete

Activity: Expand Community Partners

Description: Expand list of community partners to create internship opportunities for students.

Person Responsible Timeline for Implementation Resources

Stewart, Patti	Start: 7/15/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Establish policies and procedures for fundraising and accepting donations

Description: Provide clarity and a plan around fundraising and partnership development.

Activity: Director of Partnerships will write policy for donations and fundraising

Description: The Director will develop a comprehensive system for accepting monetary donations and will manage fundraising efforts in conjunction with the board.

Person Responsible Timeline for Implementation Resources

Stewart, Patti	Start: 9/3/2012	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: Increase parental/caregiver involvement in the school

Description: Increase the numbers and type of involvement at the school for caregivers and families of Arise students.

Strategy: Implement an articulated attendance follow up process and identify and eliminate student attendance barriers

Description: Build on already established attendance processes to maximize student attendance

Activity: Call all students who are absent every day

Description: Administrative assistant will call all students who are absent everyday. Reference Truancy Elimination Plans.

Person Responsible Timeline for Implementation Resources

Barnes, Paula	Start: 9/6/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Increase communication to caregivers

Description: Develop a plan to more regularly communicate with caregivers and connect them to the school, specifically regarding attendance and truancy.

Activity: Obtain emails and electronic contact information for all caregivers

Description: Upon arrival in September, all caregivers will be contacted to insure that we have updated email and address information for parents and caregivers.

Person Responsible Timeline for Implementation Resources

Barnes, Paula	Start: 7/1/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Parent/Caregiver Letter

Description: A letter will be sent both via email and regular mail to all caregivers four times per year. In addition, letters will go out to caregivers announcing special events and news.

Person Responsible Timeline for Implementation Resources

Barnes, Paula	Start: 9/1/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Maintain a high level of communication with provider agencies.

Description: A staff member will be designated to contact provider agencies daily when a student is not in attendance. Follow up meetings with providers of students who are chronically absent will occur prior to the tenth day of absence/truancy.

Activity: Daily calls to absent/truant students and their providers

Description: Administrative assistant will call all students who are not present on a daily basis.

Person Responsible Timeline for Implementation Resources

Barnes, Paula	Start: 9/7/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

7/25/2011	A staff member was designated to become the attendance and reengagement coordinator. She calls all truant and absent students daily as well as reengages students who dropped out of the school.
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Activity: Employ Director of Partnerships

Description: The Director of Partnerships will develop processes and policies for external relations including fundraising and media communications. Director will be responsible for publications, website and communication to external partners.

Person Responsible Timeline for Implementation Resources

Stewart, Patti	Start: 7/15/2012	-
	Finish: Ongoing	

Status: Complete

Activity: Obtain emails and electronic contact information for all caregivers

Description: Upon arrival in September, all caregivers will be contacted to insure that we have updated email and address information for parents and caregivers.

Person Responsible Timeline for Implementation Resources

Finish: Ongoing

Status: In Progress — Upcoming

Activity: Continue Diagnostic Testing

Description: Continue diagnostic testing of student's academic proficiency to compare with Personal Development Plans and guide student efforts

Person Responsible Timeline for Implementation Resources

Kuriloff, Gabriel	Start: 10/1/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Provide professional development for teachers

Description: Implement an articulated professional develop schedule.

Activity: Develop Online Instructional Opportunities according to student need

Description: Develop individualized instructional opportunities for students based on the personal development plan, set goals and monitor growth towards completing goals.

Person Responsible Timeline for Implementation Resources

Skolnick, Rose	Start: 9/1/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Teacher coaching, evaluations, and professional developments will provide feedback and opportunities for reflective practice.

Description: Ongoing interactions between teachers, lead teachers, and administration will allow for a high level of professional development for teachers.

Person Responsible Timeline for Implementation Resources

Kuriloff, Gabriel	Start: 9/10/2012	-
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Finish: 6/28/2013

Status: Not Started — Overdue

Strategy: Uphold partnerships with AIC and related organizations.

Description: Maintain strong partnerships with outside organizations that work directly with Arise students.

Activity: Assist with Personal Development Plans

Description: Assist students as they develop Personal Development Plans. Provide technology resources to students to create and store plans

Person Responsible Timeline for Implementation Resources

Kuriloff, Gabriel	Start: 9/1/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Evaluate Student Achievement

Description: Evaluate student achievement with setting, monitoring and meeting personal goals

Person Responsible Timeline for Implementation Resources

Kuriloff, Gabriel	Start: 9/7/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: Provide Life Skills

Description: Arise Academy will provide life skills across the curriculum in concert with partner agencies.

Strategy: Homework Assistance and Credit Recovery

Description: Students can access the center for tutoring, credit recovery, homework assistance, and class support.

Activity: Interns as Mentors

Description: Continue program, involve successful interns as mentors for current year

Person Responsible Timeline for Implementation Resources

Kuriloff, Gabriel	Start: 8/1/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Job Search Skills

Description: Students will learn about and put into practice the following: job search skills, resume development and dressing for success. The instructional technology tools provided by Arise Academy will support acquisition of these skills

Activity: Lessons - Career and Life Skills

Description: Plan and implement lessons using instructional technology resources to improve students' career and life skills

Person Responsible Timeline for Implementation Resources

Ehrlich, Jody	Start: 7/15/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Provide Internships and/or WorkStudy opportunities for 11th and 12th graders.

Description: Develop criteria for acceptable WorkStudy opportunities.

Activity: Expand Community Partners

Description: Expand list of community partners to create internship opportunities for students.

Person Responsible Timeline for Implementation Resources

Stewart, Patti	Start: 7/15/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Expand experiential learning component within the 11th and 12th Academy

Description: Develop experiential learning opportunities so that students obtain real-world experiences.

Person Responsible Timeline for Implementation Resources

Davis, Vernon	Start: 1/1/2013	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: READING

Description: Student proficiency in Reading, as measured by benchmark testing, will increase by ten percentage points per calendar year.

Strategy: Insure that all subject areas have necessary materials and resources

Description: Work with teachers and curriculum experts to determine necessary resources to support instruction.

Activity: Purchase textbooks and learning materials

Description: Determine appropriate textbooks and materials to support curriculum and instruction. Purchase textbooks and arranged for professional development to support learning.

Person Responsible Timeline for Implementation Resources

Hilsee, Lissa	Start: 8/11/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Provide professional development for teachers

Description: Implement an articulated professional develop schedule.

Activity: Develop Online Instructional Opportunities according to student need

Description: Develop individualized instructional opportunities for students based on the personal development plan, set goals and monitor growth towards completing goals.

Person Responsible Timeline for Implementation Resources

Skolnick, Rose Start: 9/1/2012 -
 Finish: Ongoing

Status: In Progress — Upcoming

Activity: Provide professional development for teachers

Description: Provide professional development for teachers following the articulated pd calendar and plan and/or on an as needed basis.

Person Responsible	Timeline for Implementation	Resources
Kuriloff, Gabriel	Start: 9/12/2012 Finish: 6/19/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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2.25	23	25
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Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status
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Arise Academy Charter High School	<ul style="list-style-type: none"> • School Entity • College • Non-profit organization 	Not approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Educators will be more prepared to implement the curriculum and support student achievement. Educators will be able to execute a root cause analysis. Educators will be able to integrate Sandra	The Arise Counseling team is creating a socio-emotional curriculum and professional development focused around Sandra Bloom’s “Creating Sanctuary.” They are also	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator’s <u>content knowledge</u> in
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Bloom's "Sanctuary Model" into their classrooms. Educators will be able to analyze data regarding student progress and create data-informed action plans for their classes and individual students. Educators will use knowledge of adolescent development to organize their classroom practices. Educators will be able to implement school-wide attendance incentives and policies. Educators will be able to deliver research-based social-emotional curriculum designed by the Arise Counseling team. Educators will use self-inquiry strategies to work towards improvement of their teaching practice. Educators will be able to implement research-based differentiation strategies in the classroom. Educators will study literacy and numeracy development and skills and integrate them into their practice.

incorporating other current research in this topic into their work. Members of the leadership staff are partnering with the Drexel Math Forum to create a professional development curriculum for teachers that is focused on relevant and up-to-date research practices for teaching students numeracy-based skills. Arise Academy's Literacy Specialist is using current research to improve the school's literacy program and accompanying professional development. The co-chair of school design is organizing professional readings and trainings for staff that are relevant to classroom mindsets and practices. Some of the staple readings include: Paul Brambrick-Santoyo's "Driven by Data"; Doug Lemov's "Teach Like a Champion"; Paolo Friere's "Pedagogy of the Oppressed"; and Linda Darling-Hammond's "The Flat World of Education."

the area of the educator's certification or assignment.

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none">• Classroom teachers• Principals / asst. principals• School counselors• Other educational specialists	<ul style="list-style-type: none">• High school (grades 9-12)	<ul style="list-style-type: none">• Reading, Writing, Speaking & Listening• Science and Technology• Arts & Humanities• Civics and Government• Health, Safety and Physical Education• World Languages• Mathematics• History• Career Education and Work• Economics• Geography

Follow-up Activities

Evaluation Methods

- | | |
|--|---|
| <ul style="list-style-type: none">• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers• Analysis of student work, with administrator and/or peers• Creating lessons to meet varied student learning styles• Peer-to-peer lesson discussions• Lesson modeling with mentoring• Journaling and reflecting | <ul style="list-style-type: none">• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.• Student PSSA data• Standardized student assessment data other than the PSSA• Classroom student assessment data• Participant survey• Review of participant lesson plans |
|--|---|

Status: Not Started — Overdue

Strategy: Uphold partnerships with AIC and related organizations.

Description: Maintain strong partnerships with outside organizations that work directly with Arise students.

Activity: Assist with Personal Development Plans

Description: Assist students as they develop Personal Development Plans. Provide technology resources to students to create and store plans

Person Responsible Timeline for Implementation Resources

Kuriloff, Gabriel	Start: 9/1/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)

Description: Student attendance will meet a 90% threshold and/or show growth.

Strategy: Acquire School Van

Description: Purchase and insure school van used for student pick-up and drop-off services.

Activity: Reference Truancy Elimination plan data to determine which students might benefit from van service.

Description: Attendance Officer will review Truancy Elimination data to identify greatest areas of need for said services.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 10/1/2012	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Continue strengthening relationships with DHS/CBH partners

Description: Maximize partnership opportunities and increase level at which systems work with each other to support student learning and success.

Activity: Employ Director of Partnerships

Description: The Director of Partnerships will develop processes and policies for external

relations including fundraising and media communications. Director will be responsible for publications, website and communication to external partners.

Person Responsible Timeline for Implementation Resources

Stewart, Patti	Start: 7/15/2012	-
	Finish: Ongoing	

Status: Complete

***Strategy:* Implement an articulated attendance follow up process and identify and eliminate student attendance barriers**

Description: Build on already established attendance processes to maximize student attendance

***Activity:* Assist with Personal Development Plans**

Description: Assist students as they develop Personal Development Plans. Provide technology resources to students to create and store plans

Person Responsible Timeline for Implementation Resources

Kuriloff, Gabriel	Start: 9/1/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

***Activity:* Collect and evaluate survey data regarding attendance barriers**

Description: Survey students to determine the obstacles keeping them from attending regularly.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 10/1/2012	-
	Finish: Ongoing	

Status: Not Started — Overdue

***Activity:* Create and employ a myriad of attendance incentives, specific to student need.**

Description: Meet with each student to develop truancy elimination plans, including incentives specific to student needs.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 10/1/2012	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Increase communication to caregivers

Description: Develop a plan to more regularly communicate with caregivers and connect them to the school, specifically regarding attendance and truancy.

Activity: Call all students who are absent every day

Description: Administrative assistant will call all students who are absent everyday. Reference Truancy Elimination Plans.

Person Responsible Timeline for Implementation Resources

Barnes, Paula	Start: 9/6/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Intensive Tutoring

Description: Students will improve their literacy and math skills through intensive tutoring utilizing subscriptions to online services that include diagnostic testing, on-going evaluation of student progress, and opportunities for student to interact with others

Activity: Continue Diagnostic Testing

Description: Continue diagnostic testing of student's academic proficiency to compare with Personal Development Plans and guide student efforts

Person Responsible Timeline for Implementation Resources

Kuriloff, Gabriel	Start: 10/1/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Maintain a high level of communication with provider agencies.

Description: A staff member will be designated to contact provider agencies daily when a student is not in attendance. Follow up meetings with providers of students who are chronically absent will occur prior to the tenth day of absence/truancy.

Activity: Daily calls to absent/truant students and their providers

Description: Administrative assistant will call all students who are not present on a daily basis.

Person Responsible Timeline for Implementation Resources

Barnes, Paula	Start: 9/7/2012 Finish: Ongoing	-
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Status: In Progress — Upcoming

Date Comment

7/25/2011	A staff member was designated to become the attendance and reengagement coordinator. She calls all truant and absent students daily as well as reengages students who dropped out of the school.
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Strategy: Provide engaging and rigorous classroom instruction to enhance attendance and motivation.

Description: Infuse project-based learning, cooperative group learning, and real-world activities across the curricula.

Activity: Provide professional development for teachers

Description: Provide professional development for teachers following the articulated pd calendar and plan and/or on an as needed basis.

Person Responsible	Timeline for Implementation	Resources
Kuriloff, Gabriel	Start: 9/12/2012 Finish: 6/19/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.25	23	25

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Arise Academy Charter High School	<ul style="list-style-type: none"> • School Entity • College • Non-profit organization 	Not approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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<p>Educators will be more prepared to implement the curriculum and support student achievement. Educators will be able to execute a root cause analysis. Educators will be able to integrate Sandra Bloom's "Sanctuary Model" into their classrooms. Educators will be able to analyze data regarding student progress and create data-informed action plans for their classes and individual students. Educators will use knowledge of adolescent development to organize their classroom practices. Educators will be able to implement school-wide attendance incentives and policies. Educators will be able to deliver research-based social-emotional curriculum designed by the Arise Counseling team. Educators will use self-inquiry strategies to work towards improvement of their teaching practice. Educators will be able to implement research-based differentiation strategies in the classroom. Educators will study literacy and numeracy development and skills and integrate them into their practice.</p>	<p>The Arise Counseling team is creating a socio-emotional curriculum and professional development focused around Sandra Bloom's "Creating Sanctuary." They are also incorporating other current research in this topic into their work. Members of the leadership staff are partnering with the Drexel Math Forum to create a professional development curriculum for teachers that is focused on relevant and up-to-date research practices for teaching students numeracy-based skills. Arise Academy's Literacy Specialist is using current research to improve the school's literacy program and accompanying professional development. The co-chair of school design is organizing professional readings and trainings for staff that are relevant to classroom mindsets and practices. Some of the staple readings include: Paul Brambrick-Santoyo's "Driven by Data"; Doug Lemov's "Teach Like a Champion"; Paolo Friere's "Pedagogy of the Oppressed"; and Linda Darling-Hammond's "The Flat World of Education."</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. • Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as
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well as to Pennsylvania's academic standards.

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Health, Safety and Physical Education • World Languages • Mathematics • History • Career Education and Work • Economics • Geography

Follow-up Activities **Evaluation Methods**

<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans
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- Journaling and reflecting

Status: Not Started — Overdue

Activity: Teacher coaching, evaluations, and professional developments will provide feedback and opportunities for reflective practice.

Description: Ongoing interactions between teachers, lead teachers, and administration will allow for a high level of professional development for teachers.

Person Responsible Timeline for Implementation Resources

Kuriloff, Gabriel	Start: 9/10/2012	-
	Finish: 6/28/2013	

Status: Not Started — Overdue

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

Description: At least 95% of eligible students will participate in required state-wide assessments.

Strategy: Implement an articulated attendance follow up process and identify and eliminate student attendance barriers

Description: Build on already established attendance processes to maximize student attendance

Activity: Daily calls to absent/truant students and their providers

Description: Administrative assistant will call all students who are not present on a daily basis.

Person Responsible Timeline for Implementation Resources

Barnes, Paula	Start: 9/7/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date	Comment
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7/25/2011 A staff member was designated to become the attendance and reengagement coordinator. She calls all truant and absent students daily as well as reengages students who dropped out of the school.

Strategy: Improve student instruction

Description: Provide necessary hardware and infrastructure for student instruction

Activity: Continue Diagnostic Testing

Description: Continue diagnostic testing of student's academic proficiency to compare with Personal Development Plans and guide student efforts

Person Responsible Timeline for Implementation Resources

Kuriloff, Gabriel	Start: 10/1/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Evaluate Student Achievement

Description: Evaluate student achievement with setting, monitoring and meeting personal goals

Person Responsible Timeline for Implementation Resources

Kuriloff, Gabriel	Start: 9/7/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Intensive Tutoring

Description: Students will improve their literacy and math skills through intensive tutoring utilizing subscriptions to online services that include diagnostic testing, on-going evaluation of student progress, and opportunities for student to interact with others

Activity: Continue Diagnostic Testing

Description: Continue diagnostic testing of student's academic proficiency to compare with Personal Development Plans and guide student efforts

Person Responsible Timeline for Implementation Resources

Kuriloff, Gabriel	Start: 10/1/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: Support Learning via Technology

Description: Arise Academy intends to support learning via technology for all students

Strategy: Using Technology to Improve Literacy and Math Skills

Description: Students will use technology resources such as the Internet and electronic curriculum support to build and improve their literacy and math skills

Activity: Evaluate Program

Description: Evaluate program effectiveness by comparing pre-test info and post-test info for succeeding years

Person Responsible Timeline for Implementation Resources

Kuriloff, Gabriel	Start: 7/1/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Obtain additional technology resources

Description: With financial assistance from Implementation Grant, obtain additional technology resources (laptops, increased bandwidth) to allow for technology integration into the curriculum.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 3/1/2012	-
	Finish: 3/1/2012	

Status: Complete

Activity: Teachers will utilize various technology applications such as assessment software and eLearning Platforms to enhance classroom practices and student accessibility to curriculum.

Description: Assessment Software will increase assessment rigor, provide exposure to standardized testing, and provide timely feedback to students. Furthermore, formative assessments extrapolated from software allows for responsive teaching and learning.

Person Responsible Timeline for Implementation Resources

Kuriloff, Gabriel	Start: 9/9/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: Teach responsible and appropriate technology use

Description: Students will learn twenty-first century technology skills while developing an awareness of the pro's and con's of its use.

Strategy: Develop informative and responsive technology policies

Description: The school community will co-create comprehensive technology policies regarding internet use and safety, cell phone and electronic use, and cyberbullying.

Activity: Embed technology lessons into the Advisory Curriculum.

Description: Life skills taught to all students at Arise will explicitly connect Arise Technology Policies to real-world application.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/10/2012	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Technology and Social Skills

Description: Students will have access to technology resources that help improve social skills and interpersonal relationships that will help them succeed in the classroom and in the workplace

Activity: Evaluate Student Participation

Description: Evaluate student participation and behavior changes through online logs and discipline and behavior records

Person Responsible Timeline for Implementation Resources

Barnes, Paula	Start: 8/31/2012 Finish: Ongoing	-
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Status: In Progress — Upcoming

Date Comment

7/31/2012 This is conducted on an ongoing basis, all year every year.

Goal: Train all teachers to develop and implement teacher-designed, project-based curricula that meets state standards and is relevant to student needs

Description: Teachers will use the practices of Understanding by Design, by Wiggins and McTighe (2007).

Strategy: Engage in teacher-led curriculum revision to make all learning more relevant and project-based

Description: All teachers will be trained in Understanding by Design and backwards planning as well as project-based learning. Teachers will design their own scope and sequences, unit plans, and lesson plans and teachers will implement these plans in all subject areas.

Activity: Provide professional development for teachers

Description: Provide professional development for teachers following the articulated pd calendar and plan and/or on an as needed basis.

Person Responsible	Timeline for Implementation	Resources
Kuriloff, Gabriel	Start: 9/12/2012 Finish: 6/19/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions	Estimated Number of
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	Per School Year	Participants Per Year
2.25	23	25
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Arise Academy Charter High School	<ul style="list-style-type: none"> • School Entity • College • Non-profit organization 	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>Educators will be more prepared to implement the curriculum and support student achievement. Educators will be able to execute a root cause analysis. Educators will be able to integrate Sandra Bloom's "Sanctuary Model" into their classrooms. Educators will be able to analyze data regarding student progress and create data-informed action plans for their classes and individual students. Educators will use knowledge of adolescent development to organize their classroom practices. Educators will be able to implement school-wide attendance incentives and policies. Educators will be able to deliver research-based social-emotional curriculum designed by the Arise Counseling team. Educators will use self-inquiry strategies to work towards improvement of their teaching practice. Educators will be able to implement research-based differentiation strategies in the classroom. Educators will study literacy and numeracy development and skills and integrate them into their practice.</p>	<p>The Arise Counseling team is creating a socio-emotional curriculum and professional development focused around Sandra Bloom's "Creating Sanctuary." They are also incorporating other current research in this topic into their work. Members of the leadership staff are partnering with the Drexel Math Forum to create a professional development curriculum for teachers that is focused on relevant and up-to-date research practices for teaching students numeracy-based skills. Arise Academy's Literacy Specialist is using current research to improve the school's literacy program and accompanying professional development. The co-chair of school design is organizing professional readings and trainings for staff that are relevant to classroom mindsets and practices. Some of the staple readings include: Paul Brambrick-Santoyo's "Driven by Data"; Doug Lemov's "Teach Like a Champion"; Paolo Friere's "Pedagogy of the Oppressed"; and Linda Darling-Hammond's "The Flat World of Education."</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. • Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and

interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Health, Safety and Physical Education • World Languages • Mathematics • History • Career Education and Work • Economics • Geography

Follow-up Activities

Evaluation Methods

- | | |
|--|--|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans |
|--|--|

- Lesson modeling with mentoring
- Journaling and reflecting

Status: Not Started — Overdue

Activity: Teacher coaching, evaluations, and professional developments will provide feedback and opportunities for reflective practice.

Description: Ongoing interactions between teachers, lead teachers, and administration will allow for a high level of professional development for teachers.

Person Responsible Timeline for Implementation Resources

Kuriloff, Gabriel	Start: 9/10/2012	-
	Finish: 6/28/2013	

Status: Not Started — Overdue

Statement of Quality Assurance

Charter school has not met AYP.
 Charter school has created a School Improvement Plan.
 Charter school has not submitted and reviewed its School Improvement Plan with the Intermediate Unit designee.

Statement of Quality Assurance - Attachment

- 2011/12 School Improvement Plan

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Curriculum Design

ARISE Academy has created a modified version of the core curriculum used by the Philadelphia School District. ARISE Academy instructional staff have just completed the first year of an ongoing curriculum mapping process. Using the work of Wiggins and McTighe and Heidi Hayes Jacobs (<http://www.curriculum21.com>), staff have created basic diary maps (aligned to standards at the course level) and are turning them into consensus maps (aligned to standards and articulated school-wide) this summer. The school has both the collected scope and sequences, and developed unit plans of our first articulation (complete with daily lesson calendars) and is incorporating

these into the development of our school-wide consensus maps. The curriculum is articulated and designed by the instructors who are most familiar with the needs of the students. Data from local and state assessments further inform this practice.

Curriculum Development Timeline

School Year	Curriculum Development Goals	Professional Development Goals	Student Curricular Goals	Evidence
2011-2012	<ul style="list-style-type: none"> *Graduation requirements revised to 23.5 credits *Curriculum Development has been standardized UBD unit formats. *Teachers and teacher development has focused on designing and implementing performance tasks, student inquiry, and collaborative learning strategies. *Implementation of school-wide Literacy Program *Pilot numeracy program *Pilot Youth Practitioner Action Research (YPAR) program Design: Accounting; Spanish 2 	<ul style="list-style-type: none"> *Teachers have been trained in UBD curriculum writing methods * Teachers implement collaborative learning and performance tasks in all of their curriculum units *Teachers use school-wide inquiry research to inform their classroom strategies *Teachers have been trained and are implementing individual interventions for students with special needs and differentiating classroom instruction 	<ul style="list-style-type: none"> *Students will read and comprehend a minimum of 10 independent reading selections over the year * Students will learn and act as a community * Students will engage in collaborative learning tasks *All students will learn to write expository essays and formal letters *Students will participate in the variety of remediation and supports available to them 	<ul style="list-style-type: none"> *Revised Graduation Requirements *Revised Curriculum Guides and Maps *Numeracy Curriculum Map *Student Portfolios and Presentations. * Classroom observations illustrate a wide array of teaching strategies. *Teacher Inquiry Project Presentations *Increased Literacy PSSA scores *Increased attendance rates and decreased student turnover *Increased participation in support opportunities *10 independent texts read and documented by

School Year	Curriculum Development Goals	Professional Development Goals	Student Curricular Goals	Evidence
				each student
2012-2013	<ul style="list-style-type: none"> *Align all curriculum maps to State Standards *Develop new courses that focus on thematic learning * Build partnerships to start piloting ELP Projects on a larger scale *Introduce Numeracy School-wide *Implement post-secondary planning curriculum in all homerooms *Implement Courses: Accounting *Design Courses: Pre-Calculus; Environmental sciences; YPAR 	<ul style="list-style-type: none"> * Training on how to develop course curriculum and proposing courses to the administration. *Development of ELP projects and requirements by the staff. *Numeracy Training *Development will focus on strategies for differentiating instruction and assessment 	<ul style="list-style-type: none"> *Students have a selection of courses to choose from. * Student inquiry skill development *Students are able to make their own connections and proposals for projects *Growth in numeracy and problem-solving based knowledge and skills 	<ul style="list-style-type: none"> *Standards aligned curriculum maps *Variety of new courses in the Course Catalog. *Outline of ELP course requirements and design ELP course integration model *Hours of professional development delivered in Planning and Numeracy *Increased enrollment in innovation courses. *Increased project completion in the innovation courses *Increased PSSA scores in Literacy and Numeracy *Increased attendance rates and decreased student turnover
2013-2014	<ul style="list-style-type: none"> *Continue to develop new courses. *Start building Interdisciplinary 	<ul style="list-style-type: none"> *Teachers will continue to evaluate their course for relevance and transferable 	<ul style="list-style-type: none"> *Students have course selection. * Student inquiry skill 	<ul style="list-style-type: none"> *Increased number of courses in the catalog. *Revisions to course maps reflecting growing

School Year	Curriculum Development Goals	Professional Development Goals	Student Curricular Goals	Evidence
	<p>Courses</p> <ul style="list-style-type: none"> *Evaluate Alignment of courses and Graduation Requirements, and Keystone exams * ELP projects required for graduating seniors *Implement Courses: Pre-Calculus; Environmental sciences 	<p>concepts.</p> <ul style="list-style-type: none"> *Whole school evaluation process to discuss alignment and direction of course development *Teachers will begin to publish and present their inquiry work *Strategies focused on differentiating assessment and on individualizing instruction *Development of course-curricular course design 	<p>development</p> <ul style="list-style-type: none"> *Students are able to make their own connections and proposals for projects * Each senior will have participated in an ELP project from start to finish 	<p>teacher sophistication</p> <ul style="list-style-type: none"> *Staff-authored publications *Student performance on exit exams including SAT, community college entrance exam, and vocational entrance exams *Increased PSSA scores in Literacy and Numeracy, Writing, and Science * Student ELP projects *Increased 4-year graduation rate. *Increased attendance rates and decreased student turnover
2014-2015	<ul style="list-style-type: none"> *Continued Course Development and review *Evaluate standards alignment *Review course and graduation requirements 	<ul style="list-style-type: none"> *Focus on individualizing instruction *Ongoing teacher inquiry *Implementation of course-curricular course design 	<ul style="list-style-type: none"> *Students have course selection. * Student inquiry skill development *Students are able to make their own connections and proposals for projects 	<ul style="list-style-type: none"> *Increased amount of courses in the catalog. *Increased PSSA scores in Literacy and Numeracy, Writing, and Science * Student ELP projects *Increased 4-year graduation rate. *Student

School Year	Curriculum Development Goals	Professional Development Goals	Student Curricular Goals	Evidence
2015-2016	<ul style="list-style-type: none"> *Continued Course Development *Host Youth Practitioner Inquiry Conference and a Teacher Practitioner Inquiry Conference 	<ul style="list-style-type: none"> *Evaluation of course-curricular course design 	<ul style="list-style-type: none"> *Students have course selection. * Student inquiry skill development *Students are able to make their own connections and proposals for projects 	<ul style="list-style-type: none"> *Increased amount of courses in the catalog *Student and Teacher research conferences *Curriculum evaluations and action plans *Increased PSSA scores in Literacy and Numeracy, Writing, and Science *Fully executed student ELP projects *Increased 4-year graduation rate *Student performance on exit exams including SAT, community college entrance exam, and vocational entrance exams *Increased attendance rates

School Year	Curriculum Development Goals	Professional Development Goals	Student Curricular Goals	Evidence
				and decreased student turnover

Academies Design

Teaching staff and physical plant are to be divided into two academies — a 9th/10th Grade Foundations Academy and an 11th/12th Grade Experiential Learning Academy. Teachers will meet daily in Academy-based teams.

9th-10th Grade Foundations Academy

The goal of the 9th and tenth grade Academy is to provide intensive remediation for students to obtain the basic skills necessary for success and also to engage students and invest them in their own educations. Students complete the basic requirements of a college preparatory course sequence as well as supplemental requirements that include courses in literacy and numeracy, homeroom activities. Beginning in 2012-2013, students will propose to create or join an Experience Project — an approved entrepreneurial venture, civic action project, work experience, internship, or performance project.

Students in 9th and 10th grade undertake rigorous college-preparatory academics while building their portfolios and resumes in preparation for creating or joining a school-based experiential learning project during their 11th and 12th grade years.

11th/12th Grade Experiential Learning Academy

In the 11th-12th Academy, our students will take on an Experiential Learning Project in addition to their course work. Student course work will be determined based on each student's Individual Growth Plan (IGP) and organized around student's Experiential Learning Project. This Academy is explicitly designed to model post-secondary independence in a supportive environment. Experiential Learning Projects work will guide 11th and 12th grade students' schedules and serve to organize and focus their academic learning. All students are supported through both daily advisory groups that emphasize positive socialization and developing resiliency and through daily, leveled small-group literacy and numeracy instruction. Every available staff member will work with students during these daily periods to ensure that individual student needs are met. We have begun meeting with Philadelphia Academies, one of the nation's leading providers of career themed education, to develop this program.

ARISE will operate several core civic ventures that are designed collaboratively and focused on addressing the most pressing areas of community need. These school-led ventures will provide traditionally under-served students of all ages with relevant, real-world learning and leadership experiences — and as importantly, with exposure to 'wise elders' and adult models. This learning will become increasingly sophisticated over time

culminating with rising 11th grade students proposing and choosing to take on either responsibilities within an existing venture or the responsibilities of starting their own venture with support from a combination of professional mentors, community leaders and chosen school personnel.

As an example of how this will work — all rising 10th graders will be encouraged to prepare and pitch 'change' ideas to a diverse funding and green-light board. A small number will be selected and become the basis for a junior and senior year project. Others will then pitch their skills to serve in leadership and support positions on these core projects. Everyone must then find a 'management' position on one team, in order to advance. Each team will be given a community based, 'board of advisers', who serve as mentors to assist it and commit to staying in the children's lives for at least 12 months. Students will be paid for the work and the money will be deposited in college savings accounts that they themselves set up and manage, but the majority of which cannot be withdrawn without penalty until they attend post-secondary education.

This is about knitting together academic and professional work and developing mentors from the real working world and draws on the success of programs like Citizen Schools and the real-world functioning of venture capital and entrepreneurial finance. This is also a model used in educating business and film students at top universities.

Teaching and Learning

The faculty at ARISE Academy know that the best learning comes from genuine interest and real-life application of knowledge. To that end we are in the process of aligning our curriculum to the Understanding By Design model by Grant Wiggins and Jay McTighe. This model emphasizes the role of inquiry in transferable concepts between the disciplines, and places students' experiences at the heart of the content. As a result we strongly push our students to become inquirers about the world around them and to seek connections between the content in their classes and their lives.

ARISE Academy is designed to enable students to apply what they have learned to real-world experiences. At ARISE Academy, learning is a social experience and our philosophy of teaching and learning is based on the value of collaboration. Furthermore, students are seen as active constructors of knowledge [\[1\]](#), they are taught to inquire into the world around them, and they are encouraged to use knowledge and learning to further their leadership.

The ARISE Academy philosophy of collaborative teaching and learning incorporates four core beliefs: 1) Students learn through meaningful social experience; 2) Teaching and learning must be highly responsive to individual student needs and relevant to student experience; 3) Teachers *and* students are seen as the active designers of learning experiences and are provided with the tools to effectively plan and execute powerful learning experiences; 4) Students become able to use knowledge through inquiry and action.

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Meaningful Social Experience

Learning is inherently a social experience. ARISE Academy emphasizes collaboration and inquiry as essential tools for learning and working in the 21st century. In the tradition of critical pedagogy [\[2\]](#), the ARISE Academy community believes that teaching and learning are reciprocal.

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Responsiveness

ARISE Academy matches each student with an adult advisor and a daily homeroom group. Advisories engage in goal setting and monitoring, leadership development, support for student achievement and study skills, positive socialization, and the development of resiliency and coping skills. Every student at ARISE will have an individual learning plan developed by student's advisors and school counselors working collaboratively with teachers and families.

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Collaborative Planning and Design

The ARISE Academy curriculum will be organized by thematic unit and focused on helping students explore big ideas and important concepts at the heart of the academic disciplines. Academic skills are understood to be the natural result of effective, purposeful teaching and learning, rather than the sole goal of instruction.

-

Active Inquiry

At ARISE Academy, all members are taught to take an inquiry stance towards learning and towards participating in their communities. [\[3\]](#) Students are provided with regular opportunities to reflect on their learning through writing and discussion and they are provided with the tools to act on what they have learned. Each student will undertake an annual, year-long inquiry project that synthesizes their academic and experiential learning and is organized into a portfolio and presentation.

These inquiry project portfolios will incorporate:

- Yearly school themes rooted in ARISE values
- Culminating, student-led conferences and presentations to the local community and tonational audiences

Remediation Plan

In order to make academic progress with our students, tremendous remediation which addresses the fragmented educational and personal histories of our students is essential. On average, our students have attended 6 different schools and have been absent for 30% of their schooling prior to their enrollment at ARISE.

Academic Remediation is the central focus of our *Foundations Academy*, which serves our ninth and tenth grade students. This work incorporates diverse set of approaches designed to target the specific deficits in individual student understanding, to develop functional skills, and to correct key misconceptions.

The *Remediation Program* consists of eight key elements:

- 1) *Daily small-group, leveled literacy and numeracy instruction* — We use an all-hands-on-deck approach to our skills blocks to allow for 4:1 student/teacher ratios for the highest need interventions
- 2) *Literacy and Problem-Solving Across the Curriculum* — Teachers are taught to incorporate strategic reading, writing and problem-solving into their daily lesson plans
- 3) *Remediation Block* — We have shifted our teaching hours for some of our staff to allow for an extended period at the end of our school day during which certain students can be rostered for additional remedial classes
- 4) *CSAP* — We commit specific, academy-based time each week during which teachers systematically evaluate and plan interventions for students experiencing academic difficulties
- 5) *Pull out Tutoring* — Using our CSAP process, we identify students for pull out tutoring provided by ARISE Academy staff and volunteers
- 6) *Step Up Program* — This program teaches tools and strategies for students who have difficulty meeting the norms of the ARISE Academy community. Students develop safety plans and *mindful* strategies for coping with stress.
- 7) *Credit Recovery* — The ARISE Academy Credit Recovery Program is designed to re-engage students who have missed significant amounts of schooling. The program meets after school during our Remediation Block, but it is focused on supporting students in making up the specific subject matter they have missed.
- 8) *Benchmark Testing and Keystone Exams* — In addition to our credit requirements, ARISE Academy administers Benchmark Testing at the end of the Foundations Academy (students' tenth grade year) to ensure that students have achieved the competencies required for advancement to the 11th/12th Grade Experiential Academy.

The effectiveness of this program can be seen in the data below, derived from a mid-year sampling of one third of the student body about their experience with the eLibrary remediation.

Percentage of Students	Survey Results
61%	Reported that they read <i>more</i> now than they have before
54%	Have read up to five books to completion during eLibrary
12%	Have read eleven or more books to completion during eLibrary
92%	Feel that they are a “good” reader. 85% said that reading every day is making them a better reader. This data is relevant because research suggests a significant correlation between self-efficacy for reading and reading achievement. (Shell, Murphy, and Bruning, <i>Journal of Educational Psychology</i> 1989; Baker and Wigfield, <i>RRQ</i> 1999)

The following curriculum is in place, providing urgently needed remediation that is already producing significant progress.

Academic Interventions	
Literacy	<p>Literacy 101, Literacy 102</p> <p>These yearlong courses are required for all students. Called “eLibrary”, these courses are devoted to developing and building on the foundational skills necessary to becoming a proficient reader, writer and thinker. Word recognition, decoding, comprehension, and strategic reading are done in small-group, differentiated instruction. Those who advance to proficient become coaches in the class, furthering their reading skills.</p> <p>Literacy Across the Curriculum</p> <p>Professional development prepares and equips teachers to teach reading across subject areas. ARISE Academy adolescent literacy development focusses on the explicit teaching of strategic reading.</p>
Numeracy	<p>Numeracy 101</p> <p>Numeracy 101 will also be a year-long, required course sequence. Numeracy will focus on small-group, differentiated instruction in foundational mathematical skills.</p> <p>By the time many students enter high school, it is assumed they have a solid mathematics foundation upon which more complex algebraic ideas can be built. But for many students, that is not the case. They struggle with the underlying structure of mathematical ideas and do not see connections across these ideas, and thus are constantly rebuilding their conceptions of mathematics.</p> <p>In Numeracy 101, we will be working with students to reconstruct their mathematical understandings in meaningful ways. We will begin with place value and the structure of our number system and then look at operations on numbers in that system - whole numbers, integers, decimals, fractions - all the time making connections across these ideas and using language that emphasizes that operations are the same across all types of number as long as you understand the structure of our number system and works just as well for algebraic thinking. Students will work to use their understanding of foundational concepts to build fluency,</p>

	<p>automaticity and number sense.</p> <p>Problem Solving Across the Curriculum</p>
<p>Credit Recovery</p>	<p>Students who have missed any amount of school will be referred to the after school credit recovery program. One hour spent in recovery equals one course hour of missed class time recovered.</p> <p>The Credit Recovery classroom is equipped with copies of materials and resources from each class. Students will make up tests in recovery.</p>
<p>Step Up Program</p>	<p>The Step Up Program is an inclusive program designed to target students (both those with determined special needs and those without) with serious behavioral needs.</p> <p>The program will serve as a bridge for entering students or students who are unable to meet school norms and will feature behavioral intervention, goal-setting and planning in addition to regular instruction in all academic areas.</p> <p>Students receive training in mindfulness-based stress reduction from our certified mindfulness instructor, they participate in psycho-educational groups run by our counseling staff, and they are taught explicitly to recognize their own behavioral triggers and have a safety plan in place that allows them to avert negative confrontations.</p>
<p>CSAP and “Teamings”</p>	<p>Twice each week, the 45-minute teacher preparation and development time is reserved time for the Comprehensive Student Assistance Program (CSAP). A school counselor facilitates this collaborative time as teachers plan, implement, and assess interventions.</p>

Interagency meetings, called “student **teamings**”, also take place during this time so that teachers are able to participate. Teamings are a central element of the ARISE model. Students in the DHS system are involved with a number of advocates and caregivers. At ARISE, we work collaboratively with all of these partners to build individual growth plans, engage students in school, and overcome any barriers that may be hindering a young person’s achievement.

Benchmark and Keystone Testing

In order to ensure that all students are achieving the competencies and skills required for graduation, ARISE will require students to earn both academic credits and to show proficiency on internal Benchmark Exams that will be administered at the conclusion of 10th grade as well as proficiency on the Keystone exams administered by the conclusion of 12th grade.

Proficiency is not the goal; we expect our students to excel and to be advanced in reading and mathematics. In order to ensure success, each student will be assessed when they arrive at ARISE and each student’s individual growth plan will detail clear benchmarks for progress towards meeting and exceeding the required standards.

9th Grade — Upon Entry Benchmark Test

- All 9th grade students will take a MAP test in September.
- This test will be used to form individualized testing benchmarks for each student.
- These benchmarks will be set for spring of their 9th, 10th, 11th, & 12th grade years
- Their testing benchmarks are recorded on Individual Growth Plan

Testing Threshold at end of 10th grade to enter 11th

- Students cannot move forward from 10th to 11th grade without reaching their individualized, standards-based benchmark.
- In the case that they do not make the benchmark, they will be entered into our daily remedial support classes in order to directly remediate their needs.

Graduation threshold at end of 12th grade

- Arise students cannot graduate without reaching their standards based benchmark.

In the case that students do not make the benchmark, they

	will be entered into our daily remedial support classes in order to directly remediate their needs. In addition, an individual transition plan will outline how the student will graduate and how the student will transition effectively into a meaningful post-secondary pursuit.
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The Teacher Induction Plan approval letter is attached. The Professional Development Plan is in the process of being submitted.

Rigorous Instructional Program - Attachment

- Arise Academy CHS Teacher Induction Plan Approval Letter

English Language Learners

A Home Language Survey is conducted to determine a primary or home language other than English. If a student with limited English proficiency is identified (the school does not have any LEP students enrolled at this time), a staff member will consult with the child's family/care provider to determine the appropriate course for instructional support. ESL instruction may be provided by the world language teacher. If necessary, other bilingual staff members may be called upon to assist these students and/or to act as interpreters for care providers. A contracted consulting teacher will be utilized if no one on the staff speaks the child's native language and the child is unable to understand English. Students whose special learning needs arise from limited English proficiency will be included in the regular academic program and will be given accommodations required by their individual circumstances. When appropriate, ESL class support and/or individual tutoring are options that will be used for improving English capacity and supporting achievement in other classes. Specific accommodations designed to engage LEP students include linking classroom instruction to the child's home experiences, providing native language instructional materials, and, when ever possible, creating flexible groups in the classroom to make sure that language minority students have access to bilingual peers. LEP students will also be encouraged to participate in after school co-curricular activities as a way to increase their exposure to the English language. When it is determined that an LEP student is performing at a proficiency level and can participate meaningfully in the general education program, that student will be exited from the language support program. Since we do not have any ELL students, there is no ELL report.

English Language Learners - Attachments

- AACHS English Language Learner Policy
- Arise Home Language Survey

Graduation Requirements

Graduation Requirements

The curriculum outlined in this document is aligned with the state standards and places an emphasis on inquiry driven instruction. Through the use of Understanding by Design unit planning, teacher and students focus on the essential questions of content areas.

This genuine inquiry allows for classes to embrace experience-based learning models and connect their course content to their lives.

The Core Requirements

English- Four credits are required in the mandatory English Language Art sequence: Literature & Identity, Literature & Society, Literature in America, and Engaging the World through Literature. Students will also be enrolled in eLibrary 101 each year that they are enrolled with a focus on the development and enrichment of literacy skills. Students may earn up to four credits through eLibrary 101.

Mathematics- Four credits of mathematics are required in the math sequence, including Algebra I, Algebra II and Geometry.

Modern Language- Students are required to take two credits of a foreign language. A modern language is an appropriate choice for all college bound students. Two credit minimum are required for admission to most universities.*

Science- Three credits of science are required in the science sequence including Physical Science, Biology and Chemistry.

Social Studies- Three credits of social studies are required in the social studies sequence including World History, United States History, and Government & Law.

All students are required during their four years to complete 23.5 credits, and meet the listed academic standards in each planned course, distributed as follows:

Subject	Credits
English	4
Literacy/Numeracy	1 (for each year enrolled)
Mathematics	4
Science	3
Social Studies	3
Modern Language*	2
Physical Education	1
Physical Health	.5
Skills for Life	.5
Electives	4.5
Additional Requirements	
Experiential Learning Project	Required Senior Graduation Project
Literacy	.5 credit for every full year enrolled

Numeracy	.5 credit for every full year enrolled
Total Minimum Requirements	23.5

Promotion Credits

To be promoted, students must accumulate credits as indicated below.

Grade	Minimum Credits for Promotion	Promotion to	Additional Requirements
9 th Grade	6 credits (earned in 9 th grade)	Grade 10	
10 th Grade	12 credits (earned in 9 th and 10 th grade)	Grade 11	Benchmark Exam
11 th Grade	18 credits (earned in 9 th , 10 th , & 11 th grade)	Grade 12	PSSA Completion
12 th Grade	23.5 Credits (earned in high school career)	Graduation	Key Stone Exams Experiential Learning Project

Transition Plan for Graduation Requirements

In order to provide a fair and equitable transition in our credit requirements, we will follow the transition plan below.

Requirements by Graduation Cohort	Required Credits
9th — Class of 2016	23.5
10th — Class of 2015	22.5
11th — Class of 2014	21.5
12th — Class of 2013	20.5

Sample Student Transcript

Below is a sample schedule of what students enrolled in ninth grade this year could expect as their curriculum until graduation. All students are rostered in Homeroom, Literacy, and Numeracy each year that they are enrolled (See descriptions under Support Curriculum below).

Special Education

ARISE Academy provides special needs students with a continuum of special education support

Level	ELA	Math	Literacy	Numeracy	Science	Social Studies	Elective 1	Elective 2
Year	1	1	.5	.5	1	1	1	1
Possible Electives	Literature & Identity	Algebra I	eLibrary101	Numeracy101	Physical Science	World History	Spanish 1	Physical Education
	Literature & Society	Algebra II	eLibrary 102	Numeracy102	Biology	U.S. History	Spanish 2	Behavioral Health
	Literature in America	Geometry	Technical Reading and Writing	Problem-solving	Chemistry	Government & Law	Music 101	Intro. Technology
	World Literature	Probability & Statistics / Financial Education*	Advanced Reading and Research	ARISE-Real-World decision-making	Environmental Science / Epidemiology *	African American History	Social Networking	Entrepreneurship 1
Possible Credits	4	4	2	2	4	4	4	4
Total Credits	4 Credits	4 Credits	2 Credits	2 Credits	3 Credits	3 Credits	2 credits	1.5 credits

including:

- A full inclusion model where indirect service is provided via itinerant level of consultation between the general education teacher and the special education inclusion teacher. Specially designed instructional strategies are developed, shared, and incorporated into each student's IEP and SDI. The inclusion teacher works with the general education teachers to differentiate instruction in the classroom.
- A part time resource room model where students in need of additional supports in one or more subjects can go to the resource room for direct instruction in the form of assistance with specific subjects and assignments. The resource room teacher works to

differentiate instruction to facilitate the student's ability to successfully complete the lesson.

- Direct service provided to students via a Strategies class taught by a certified special education teacher where students receive explicit instruction in reading comprehension, writing strategies, and numeracy. One-on-one instructional assistance is provided in these small classes and by appointment.
- Related services and psychological evaluations provided through a consultant contract with Therapy Source.
- Students with emotional needs are also supported in all of these settings by the special education team and the on-site behavioral health team.

Special Education Program

ARISE Academy's innovative special education program is integrated with our academic and social emotional services. We serve a student population with enormous needs. Over 33% of our students have an Individual Education Plan (IEP) and almost half of these are designated for emotional support. In order to meet the needs of our students we must develop a dynamic service program that includes remediation of foundational skills in literacy and numeracy, effective provision of work-ready competencies and life skills, and transitional services that provide ongoing support for young people after they graduate.

Direct Service

- Corrective reading and mathematics for a minimum of 20 students with the lowest literacy and numeracy levels
- Transition planning and connections to OVR and other agencies for all students with IEPs
- Connections with assisted living programs
- Partnership with the Achieving Independence Center to build programs that target life-skills and transitional services to high need students

Ongoing Training

- Train special education support staff in the clerical duties to comply with child find and IDEA timelines as described in the current year
- Train all staff on interventions and differentiation for students with emotional support needs
- Provide trainings on special education services for Department of Human Services and foster care provider agency partners

Multiple Pathways

- Overage/Under-credited— Design and implement program for approximately 20 overage, under-credited students in danger of aging out of school to have a half-day of corrective reading and math and a half-day day of transitional employment development, life skills, and internships leading to permanent jobs.
- Step Up Program — The Step Up program is an inclusive program designed to target students (both those with determined special needs and those without) with serious behavioral needs. Many of these students are also our student in need of emotional support services and we will target additional special education support to these students as part of the program. The program will serve as a bridge for entering students or students who

are unable to meet school norms and will feature behavioral intervention as well as goal-setting and planning in addition to regular instruction in all academic areas.

Special Education Staffing

Fulltime Coordinator of Special Education:

- Oversees Special Education program and services to students
- Supervises special education staff
- Assigns caseloads
- Maintains special education files
- Maintains School Computer Network
- Updates PIMS for special education
- Conducts relevant professional development for staff
- Coordinates outside sped services:
 - o Psychological testing
 - o Related services

Clerical support — Parttime

- Coordinates IEP meetings
- Prepares documents for meetings
- Issues invitations to meetings
- Makes calls and sends emails to confirm attendance at meetings
- Assists students with OVR applications
- Assists students with registration for SATs with accommodations
- Sends special education records to schools when students transfer
- Requests records from previous schools when students enroll at Arise

3 Fulltime Special Education Teachers will teach the following elective courses and each have an inclusion caseload

- Common Core Standards/Life Skills

- o Intervention level academic courses
- o Computer Literacy
- o Keyboarding
- o Social Skills
- o Daily Living Skills: Banking, housekeeping, cooking, nutrition
- o General Knowledge
- o Job readiness training
- o Decision Making
- o Organization Skills
- Emotional Support - Inclusion
 - o Provides itinerant level support to students included in the general education curriculum
- Inclusion
 - o Provides itinerant level support to students included in the general education curriculum

All Staff Professional Development Strands

- SDIs, Inclusion and IDEA
- The Role of the General Education Teacher in the IEP Process
- Accommodations and Modifications
- Common Core Standards
- Differentiation in the General Education Curriculum
- Differentiation/Accommodations for Assessments
- Identifying Students and Response to Intervention
- Functional Behavioral Assessments and IDEA
- Writing Standards Aligned IEP Goals
- Progress Monitoring of Students with IEPs
- The CSAP Process
- Designing and Implementing Positive Behavior Support Plans

- AllowableAccommodations: Differentiation for PSSA Testing
- GraduationRequirements for Students with IEPs
- EmotionalDisturbance and IDEA
- UniversalDesign for Learning
- AssistiveTechnology in the Classroom
- ImprovingParental Engagement for Educators

Special Education - Attachment

- Special Education Policies and Procedures

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Jenny Roca	1.0	Resource Room	Arise Academy	30	Students come to resource room for additional support in one or more subjects.
Jill Booth	1.0	Strategies in literacy and numeracy	Arise Academy	15	Students with low levels in literacy and/or numeracy are rostered into classes designed to address deficits with one-on-one and small group instruction.
Tammy Ellis	1.0	Inclusion support	Arise Academy	35	Students included in the general education curriculum are supported by a certified special education teacher who assists general education teachers with differentiated instructional strategies and provides individual student support.
Rose Skolnick	.80	Special Education Coordinator	Arise Academy	65	Provides oversight of special education program services and compliance.

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Therapy Source	.10	Psycho-educational Evaluations	Arise Academy	30	Provides education evaluations/reevaluations and related services on a consultant basis.

Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Coordinator	ARISE Academy	.80
Special Education Teacher	ARISE Academy	1.0

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, Title/Service or Individual		Amount of Time Per Week
Jill Booth	Teacher; Reading, Writing, and Numeracy Strategies & Academic Skills	1.0
Jenny Roca	Itinerant Instruction	1.0
Tameka Ellis	Resource room/Teacher	.33
Rose Skolnick	Compliance Consultant; IEP meeting coordinator	.80
Therapy Source	Psychologist; Re-evaluations	.10

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
NA	No	No	No	No	No	No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	No	No	No	No	No	Yes	No
PASA	No	No	No	No	No	Yes	No
Northwest Education Association Making Academic Progress	No	No	No	Yes	Yes	Yes	Yes

Student Assessment

a.) The information below shows a comparison of 2011 and 2012 PSSA scores in percentages.

Reading PSSA Growth from 2010 to 2012				
Year	Below Basic	Basic	Proficient	Advanced
2011-2012	59.2%	26.3%	18.2%	0%
2010 - 2011	63%	11%	26%	0%
2009 - 2010	71%	21%	8%	0%

Math PSSA Growth from 2010 to 2012

Year	Below Basic	Basic	Proficient	Advanced
2011 - 2012	69%	25.6%	6.1%	0%
2010 - 2011	75%	20%	5%	0%
2009 - 2010	92%	6%	2%	0%

Writing PSSA Growth from 2010 to 2012				
Year	Below Basic	Basic	Proficient	Advanced
2011 - 2012	16.7%	50%	33%	0%
2010 - 2011	11%	39%	44%	6%
2009 - 2010	17%	56%	27%	0%

Math PSSA Growth from 2010 to 2012				
Year	Below Basic	Basic	Proficient	Advanced
2011 - 2012	69%	25.6%	6.1%	0%
2010 - 2011	75%	20%	5%	0%
2009 - 2010	92%	6%	2%	0%

These results clearly show that a majority of students are at the Below Basic level of performance in Math, Reading, and Science. These data show a decline in the number of students scoring Below Basic ranging from 16.7% to 69% with the greatest improvement in Science (-11.1%) and Writing (-5.7%). We also saw greater than 5% decline in below basic in both reading and mathematics from 2011 to 2012. We have designed our new academic framework specifically based on this data. It is evident that our students have serious educational needs across the core academic areas. Our remediation strategies (See Rigorous Instructional Program, Section III) are target to intensively remediate foundational skills by making all teachers responsible for this instruction while providing staff with the tools to effectively support student need. This information will be shared at faculty meetings and subject

area meetings and will be used to plan ongoing support and professional development activities designed to assist teachers in developing skills and strategies focused on the delivery of instruction in an effort to increase student learning and improve performance. Local assessments find data that parallels these findings, although students do slightly better in internal, school-wide assessments than they do on the PSSAs. Assessment data was reviewed and used by teachers and administrators to review curriculum and instruction to determine what changes were needed (content, amount of time devoted to each skill area, method of delivery, etc.). Based on these reviews, appropriate professional development activities were planned to assist teachers in developing skills and strategies focused on the delivery of curriculum in an effort to increase student learning and improve performance. This process is ongoing and summer work is dedicated to translating assessment data into action for the 2012-2013 school year. Instructional staff will investigate this data as part of our weekly data analysis sessions and our quarterly data days.

A problem with our test server has prevented us from uploading our Local Assessment data from 2012. We will update this year's information as soon as it can be exported.

Student Assessment - Attachment

- MAP 2011 Data

Teacher Evaluation

There were multiple evaluations for all instructional staff. Evaluations measured the effectiveness of each individual but focused on the stated school goals for increased literacy skills and the use of high impact teaching strategies.

There were three levels of observations conducted. The first were informal observations conducted by administration. These observations were focused on coaching and support for teachers particularly new teachers. Teachers received informal feedback on these observations.

A second tier of observations and constructive evaluative support was conducted by consultants--a curriculum specialist who worked with ARISE Academy staff and a Special Education Specialist Team. Our Curriculum Consultant provided written feedback to teachers on instructional planning and design and conducted two targeted formal observations of staff based on administrative and staff feedback. Special Education Consultant Team observed every teacher and provided feedback to administration and staff on differentiation and individualized instruction.

The third level of observations were formal observations conducted by two of the certified principals on ARISE's staff. Every teacher at Arise received two or more clinical evaluations this school year, each with pre and post-observation conferences and goalsetting. Pre- and post-observation conferences focused on instructional strengths, weaknesses, and opportunities for improvement. Our CEO is a certified principal and is the instructional leader of the school and our COO is also a certified and experienced principal. Together, the two leaders conducted clinical evaluations during the 2011-2012 school year.

We also conducted whole-staff data analysis sessions during weekly professional development. These sessions examined classroom practices, school-wide data, and formative and summative assessment.

All staff, including special education teachers are evaluated by the CEO. Acting Director of Special Education supervises the oversight of delivery of services to ensure that all students are being appropriately accommodated in the classroom and that resource room and self-contained intervention level classes are being taught with rigor and fidelity.

Evaluators collaborate to center evaluative rubrics and to review best practices. We are supported by Dr. Will Jordan, ARISE Academy board member and expert in educational evaluation, in the improvement of these practices.

Teacher Evaluation - Attachments

- Teacher Observation Form
- Teacher Evaluation Plan

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

During the 2011-12 school year, the board leadership changed. Mr. Steve Wanner assumed the position of chair, while Ms. Jill Davis remains an active member of the Arise board. Mr. Wanner, a partner at Ernst and Young, brings his financial expertise to our board leadership.

In addition, two new members were added to the Board. These new board members represent areas of expertise beneficial to the board's governance function including educational expertise as well as management and strategic planning. Two board members stepped down from the board.

Finally, a new CEO was hired to take over leadership as of September 2011. The board constructed a deliberate overlap between interim leadership and the new CEO, Gabriel Kuriloff, to ensure a smooth transition.

These changes were natural evolutionary changes that were required to move the school from its founding structures to its growth and development as an established school.

Board of Trustees

Name of Trustee	Office (if any)
Stephan Wanner	President
Mark Solomon	Vice President
Cindy Ray	Treasurer
Burt Cohen	Member
Julia Danzy	New Member
Mary Hughes	Member
Sharmain Matlock-Turner	Member
Jill Davis	Member
Tony D'Orazio	Member
David Sorin	Member
Will Jordan	New Member

Professional Development (Governance)

The Arise Board has held education sessions on the following. Nearly all existing members received training provided by Foundations Inc. on Board Governance. Specific topics included:

- Sunshine Law
- Public Officials Act
- Board roles and responsibilities
- How to conduct a meeting
- Board leadership

The Board meets the requirements of the Open Public Meeting Act with all meetings open to the public. The dates of these meetings are advertised in advance. Board members comply with the Public Officials Act; the Board has adopted a Conflict of Interest policy in keeping with public official and employee ethics laws.

Two full-day Board education sessions are planned for the coming year in order to continue maintain high standards and to keep new members educated and informed.

Coordination of the Governance and Management of the School

The Board of Trustees addresses matters related to the operation of the school, including but not limited to budgeting, curriculum, and the establishment of operating policies and procedures subject to the school's charter. The Board sets direction and works with the chief school administrator to plan and achieve results. The Board adheres to the formal processes required to govern a charter school. Rules for voting and quorum are described in the bylaws and enforced at all Board meetings. Minutes are kept for each meeting. Past and present minutes are available upon request and are kept in the CEO's office.

Day to day administration of the school is delegated to the CEO. The Board meets regularly with the school administrative team to discuss pertinent issues, set direction, and establish short and long-term plans. Both the Board and the school administrators maintain regular lines of communication with the School District Office of Charter Schools.

Board committees are the primary conduits for governance processes.

Arise Academy Charter School Board Committee Structure

Expectation: It is expected that each Board Member will actively participate in one or more official or Ad Hoc Board Committees. Depending on workload, each Board Committee will meet quarterly or monthly, at the discretion of the Committee Chair, in consultation with the Board Chair.

Requirements: In concert with the Broad Responsibilities outlined below, each committee will be assigned specific oversight responsibilities of each implementation action step outlined in the Implementation Plan submitted to the School District during the Charter Renewal Process. Each Committee will have a school administration member who will work with committee to vet action plans and design reporting systems that effectively monitor progress and ensure corrective action toward the achievement of each success measure under their purview.

2013 Committees

Committee	Chair	Proposed Members
<i>Academic Committee</i>	Will Jordan	Cohen, Sorin, Matlock-Turner
<i>Finance Committee</i>	Steve Wanner	Ray, Solomon, D'Orazio
<i>Governance Committee</i>	Mary Hugues	Welsh-Davis, Sorin
<i>Personnel Committee</i>	Tony D'Orazio	Jordan, Wanner, Ray
<i>School Culture Committee</i>	Burt Cohen	Matlock-Turner, Jordan, Welsh-Davis
<i>Strategic Planning Committee</i>	David Sorin	Wanner, D'Orazio, Hugues, Cohen

Committee	Broad Responsibilities
-----------	------------------------

Committee	Broad Responsibilities
<i>Academic Committee</i>	<ul style="list-style-type: none"> • Develop/approve/monitor academic achievement targets for school • Provide oversight to administration in development and maintenance of school design • Monitor implementation steps specifically designated to committee; Develop monthly reporting requirements with school administration • Act as liaison between Board and CEO on academic achievement reporting • Annually, or as needed, provide oversight to administration in the maintenance/update of school policies designated “Academic” • Annually, provide evaluation to Board of administration’s implementation of school design and academic achievement strategies
<i>Finance Committee</i>	<ul style="list-style-type: none"> • Oversee the creation of purchase order and invoicing systems that tie all expenses to annual budget • Develop/monitor/maintain school fiscal budget for approval to Board; • Approve all unbudgeted expenditures • Monitor implementation steps specifically designated to committee. Develop monthly reporting requirements with school administration • Act as Board liaison with administration/business services provider on all financial matters and reporting • Annually, provide evaluation to Board of administration financial prudence • Annually, provide recommendation to Board of business service provider • Facilities • Annually, or as needed, provide oversight to administration in the maintenance/update of school policies designated “Finance” • Provide Board oversight of the annual audit
<i>Governance Committee</i>	<ul style="list-style-type: none"> • Administer Officer and Board member nomination process • Provide oversight to by-laws, charter, and district/state required Board level reporting • Monitor implementation steps specifically designated to committee. Develop monthly reporting requirements with school administration • Annually, or as needed, provide oversight to administration in the maintenance/update of school policies designated “Governance” • Monitor Board Bylaws, and annually make recommendations for amendments, if necessary • Provide oversight of Board minutes process • Review progress toward all success measures and recommend changes necessary in committee oversight to ensure progress toward stated goals

Committee	Broad Responsibilities
<i>Personnel Committee</i>	<ul style="list-style-type: none"> • Provide oversight to the hiring, termination, and evaluation of the school leader, and make annual recommendations to the Board of Trustees • Monitor implementation steps specifically designated to committee. Develop monthly reporting requirements with school administration; Act as liaison with administration on the development and modifications to all employment agreements • Lead, on behalf of the Board, the annual evaluation of the school leader and make recommendations for contract renewal or termination • Provide oversight to the CEO in a semi-annual evaluation of the individuals designated as “school leadership” • Annually, or as needed, provide oversight to administration in the maintenance/update of school policies designated “Governance” • Support the CEO in the hiring, effective management, review, renewal and termination, as needed of personnel to ensure achievement of school and student success
<i>School Culture Committee</i>	<ul style="list-style-type: none"> • Act as liaison with administration on all matters regarding school culture, including counseling, and trauma management • Oversee the administration on all matters related to ARISE’s role as the central coordinator of all systems with which our students are involved • Monitor implementation steps specifically designated to committee. Develop monthly reporting requirements with school administration • Annually, or as needed, provide oversight to administration in the maintenance/update of school policies related to school culture and client satisfaction
<i>Strategic Planning Committee</i>	<ul style="list-style-type: none"> • Develop/maintain strategic plan for school with school administration • Monitor implementation steps specifically designated to committee • Develop monthly reporting requirements with school administration • Annually, submit for Board input and approval strategic plan

Proposed Committee Reporting Structure

Monthly Reporting — Finance, Academic, Personnel

Quarterly Reporting — Strategic Planning

As Required, Minimum Quarterly — Governance, Personnel, School Culture

Meeting	Monthly Reporting	Required Quarterly Reporting
July	Finance, Academic, Personnel	School Culture
August	Finance, Academic, Personnel	Strategic Planning
September	Finance, Academic, Personnel	Governance
October	Finance, Academic, Personnel	School Culture
November	Finance, Academic, Personnel	Strategic Planning
December	Finance, Academic, Personnel	Governance
January	Finance, Academic, Personnel	School Culture
February	Finance, Academic, Personnel	Strategic Planning
March	Finance, Academic, Personnel	Governance
April	Finance, Academic, Personnel	School Culture
May	Finance, Academic, Personnel	Strategic Planning
June	Finance, Academic, Personnel	Governance

Requirements for Committee Chair

1. Proposed committee meeting calendar
2. Draft charter submission for discussion and Board input in **July 2012** meeting
3. Final charter submission and approval in **August 2012** meeting
4. Summary committee meeting minutes prepared and submitted to Board Chair and COO **8 days in advance** of scheduled board meeting
5. Proposed resolutions for Board meetings must be submitted **8 days in advance**. Except in limited circumstances, resolutions not received in advance will be deferred to future meetings.
6. Communication with Board Chair of matters requiring attention in advance of Board meetings
Clear expectation for administration of standard monthly and quarterly data necessary to fulfill committee responsibilities (general two week requirement for most data requests)
The schedule of BOT meetings for 2011-12 has been attached.

Coordination of the Governance and Management of the School - Attachment

- 2011-12 Board Meeting Schedule

Community and Parent Engagement

The school is involved more with the social worker/case manager assigned to each student. Regular correspondence is sent to each student's residence (i.e., foster home, group provider, kinship care provider). Families are invited to participate in school events. Families are invited to participate in school events. Board meetings are publicized and parents are welcome to attend. Time during each meeting is provided for public comment.

The Achieving Independence Center (AIC) shares the same facility as Arise Academy. Arise and AIC collaborate to provide ongoing services for students onsite. The Center assists youth in foster care with issues that include independent living, college acceptance, health, and employment. Jefferson Hospital provides group and individual social and emotional support to students. Most of the students enrolled at Arise Academy have been referred by the Department of Human Services. The school works with DHS to align support for students both inside and outside of the school day in the areas of education, health, and residence.

A number of community partnerships have been successfully established. Through the Eagles Youth Partnership, members of the Philadelphia Eagles professional football team have come to the school to provide motivational talks for students and to meet with them one-on-one as a way to build confidence and instill self-esteem. The mural arts program and arts sanctuary have provided visual and performing arts opportunities for students. The Women's Art Caucus provided workshops for students to instruct them in making projects and books that will be displayed at the Philadelphia Free Public Library. Experts from Lowes worked with students instructing them how to paint wall murals in the school and in painting and refurbishing the facility. Old Navy has provided uniform shirts for students. The Philadelphia based Old Navy stores are involved in raising funds for other clothing items for Arise Academy students. The school's prom was mostly paid for by a myriad of sponsors. The African American Museum provided the location for the prom, Today's Man provided free tux rental, and Neiman Marcus provided makeup and clothing. LaSalle University made its facilities available for Arise Academy's first graduation ceremony.

Trips to colleges/universities, museums, and other sites in the City of Philadelphia were scheduled this year including trips to LaSalle University, Lincoln Technical Institute, the African American Museum, and City Hall. These trips serve to expand and enrich the learning opportunities taking place in the classroom and provide the opportunity for students to interact with members of the community.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

ARISE Academy Charter High School received a \$100,000 matching gift from the Lenfest Foundation as well as \$48,50 in other private contributions.

For 2011-2012, Arise Academy was awarded a two year grant from the Barra Foundation in the amount of \$150,000 and the Van Amerigen Foundation in the amount of \$100,000 to assist Arise Academy in establishing a School-Based Trauma specialist team. In addition ARISE Academy received \$25,000 from the Ronald McDonald Foundation for technology, \$10,00 from the Claniel Foundation and \$15,000 from the Kind Family Foundation.

We received numerous in-kind donations as well including

Finally, ARISE Academy was awarded a Federal Implementation grant for \$305,000, \$170,000 of which has been applied to the 2011-2012 school year.

Fiscal Solvency Policies

The Board has approved the following policies to maintain fiscal solvency:

Bank Accounts - The Board designates one or more banks or bank and trust companies as depository for school funds

Bonding - Employees and Trustees responsible for the safekeeping of school funds are bonded

Budgeting - The Board adopts an annual budget

Investments - Monies invested are invested in certificates of deposit, U.S. Treasury bills or notes, or other investments authorized by the Public School Code

Payment of Claims - The Board approves the payment of all bills and at the same time ensure that due care has been taken in the review of such bills

Pay Practices and Payroll Deductions - Employees are paid twice each month; involuntary deductions required by law are taken from the paycheck of employees

Petty Cash - The Board authorizes the establishment of petty cash funds in the care of the CEO

Purchases budgeted - Establishes guidelines for the purchase of budgeted goods and services; establishes bid thresholds and thresholds for expenditures that require prior approval of the Board

Purchases Not budgeted - Ensures that monies are not dispersed in amounts in excess of the funds provided to the school and that expenditures do not exceed the amount budgeted for each line item account subject to transfers as stated in this policy

Accounting System

The school's Chart of Accounts mirrors that of the State Chart of Accounts. GAAP Accounting is followed for accrual-based accounting.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Revenues and Expenditures 2011

Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit

A report of the audit of the financial statements conducted by Citrin & Cooperman, from July 1, 2009 to June 30, 2010 was submitted to the Board of Trustees on March 2, 2011. No findings were reported. The same firm will conduct the 2010-11 audit. However, there is no report available at this time.

Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit - Attachment

- 2009-2010 Audit Report

Citations and follow-up actions for any State Audit Report

No state audits have been conducted.

SECTION VII. FACILITY RESPONSIBILITIES

Acquisition of Facilities, Furniture, Fixtures, and Equipment During the Last Fiscal Year

In the last year, we made no changes to our facility. We acquired some equipment, mostly in the form of computers, through two grants. One was from the Ronald McDonald Foundation and the other was our federal implementation grant.

Future Facility Plans and Other Capital Needs

Our current landlord has plans to sell the building that currently houses our school. Our board has begun a facilities search for space that we would occupy at the start of SY 13/14.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students

The school has been extremely proactive in providing a safe and secure school environment. Safety procedures are in place to safeguard students throughout the school day, including written procedures to sign-out students for early dismissal and a clearly defined policy regarding school visitors. Visitors must sign a log upon entering the school; they are provided with a name tag that must be worn during their visit. Outside doors are locked with entrance confined to a single door. Upon entering the building, students must pass through a metal detector. Two full-time security guards, one male, one female, monitor this process; during the school day, they monitor the halls and other areas of the building. There are four security cameras located inside the building with four additional cameras outside the school maintained by the landlord.

The school has a comprehensive crisis management plan that addresses situations such as fire/explosion, bomb threats, firearms, suspicious persons in the school, procedures for lockdown and shelter-in-place, etc. Fire drills, including building evacuation drills are conducted monthly.

There is a school nurse present five days a week from 10:00am until 2:00pm. The school has a dedicated, secure, and appropriately furnished health facility in the building. The suite has a rest area and a private lavatory and includes lockable supply and medication cabinets, sufficient first aid and other medical supplies, and a desk. Procedures for administering student medication have been established. This information is included in the Student Handbook. The administration of medication is noted in the nurse's log. Health supplies are regularly inventoried and restocked as needed. A fully stocked first aid kit is kept in the nurse's office. All medical records

are confidential with access limited to authorized staff. The school is currently working with DHS to obtain missing records.
The school Wellness Policy has been attached.

Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students - Attachments

- Wellness Policy
- PA Dept of Health Reimbursement Report

Current School Insurance Coverage Policies and Programs

The following school insurance coverage policies are in effect for Arise Academy Charter High School:
General Liability \$1,000,000

- Commercial General Liability 500,000
- Sexual Abuse 1,000,000
- Professional Liability 3,000,000
- Educators Legal Liability 2,000,000

Automobile Liability 1,000,000

- Hired Autos
- Non-Owned Autos

Excess/Umbrella Liability 4,000,000

- Retention 10,000

Workers Compensation and Employers' Liability

- Each Accident 500,000
- Disease Each Employee 500,000
- Disease Policy Limit 500,000

Other

- Directors/Officers 2,000,000

The ACORD page showing types and amounts of coverage is attached.

Current School Insurance Coverage Policies and Programs - Attachment

- 2011 Accord

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Arise Academy has made great strides in providing highly qualified, certified instructional staff. Ten of thirteen teachers are certified (77%). Teachers were held to a high standard of performance, with one teacher replaced after unsatisfactory observations. Administrative and support staff were also held to a high standard of performance. Of the thirteen teachers on staff for the 2011-12 school year, seven returned from the previous year. Teacher turnover can be attributed to a variety of factors such as teachers finding other jobs, those who were unhappy with the school, and those who were dismissed due to poor performance.

Quality of Teaching and Other Staff - Attachment

- PDE 414

Student Enrollment

Admission to Arise Academy Charter High School was initially facilitated by and through the Department of Human Services (DHS) and Family Court referrals as well as other outreach. All students who enroll at Arise must be involved in DHS within six months of enrolling. In addition to referrals from DHS and the courts, Arise staff made outreach through open houses, presentations at provider agencies and other organizations serving youth in foster care or other various branches of DHS. All admissions forms are also available on the website for downloading. The application is currently only available in English.

Part of the new strategic plan of Arise involves a focus of recruitment at the 8th grade year of youth in care. In order to gain fully benefit from the Arise system, students should matriculate through the school from 9th grade until graduation. This involves a more restrictive and rigid environment that with a structure that creates opportunity and space for more and more autonomy educationally and socially.

To date the school did not have to conduct a lottery for placement in the school. Students are added as they apply. Students are required to fill out enrollment forms and share all documents required by School Law. As a part of the enrollment process, students, workers, parents, and other stakeholders in the lives of our children engage in a process of identifying goals and strategies to ensure success.

Enrollment and attendance continue to be a struggle at Arise from the time of its conception until our most current academic year 2011-2012. The year began with enrollment at 162 and reached its highest level at 182, in October. However the year ended with enrollment at 126. The average enrollment for the year was 153.

Students during Truancy Elimination plan meetings, Exit meetings, enrollment and re-enrollment meetings cited several different reasons for leaving, coming back, or entering our school. Many students leaving cited school to be boring and felt things would be easier at another school. Many referenced Job Corps as an option for a good opportunity to get a degree, GED, and job placement. Many students coming back into our school cited the caring environment and family like atmosphere. Others coming in to the school noted it being a court requirement, DHS requirement to stay in school, or knowing that we serve students in similar situations that they are in.

At the same time, the connection between enrollment number fluctuation and attendance is unmistakable. Student drops took place on an ongoing and almost weekly basis, due to truancy. A total of 166 drops were made throughout the year due to various reasons, however, very few were formal withdrawals. A total of 120 new enrollments or re-enrollments were made throughout the year. A total of 2 students were expelled from Arise during the 2011-2012 school year.

A primary function of Arise became engaging students in meaningful learning opportunities in school to maintain their interest in school. It is found the 75% of foster care youth drop out of school.

Our enrollment has become a priority for execution of our mission. In the summer of 2012, a great deal of work went in and continues by building stronger and more collaborative relationships with our partners. For example, we have entered into a partnership with a youth shelter where we will go two-three times per month in order to engage youth between 14-17, who may not have good educational options. Also, we have held several informational sessions regarding our strategic plan and academic plans, specifically for many various service providers in Philadelphia. Our efforts to formulate stronger relationships with all stakeholders of youth in care is proving worthwhile, resulting in several new enrollments and mutual understandings of services all entities provide our children.

Student Enrollment - Attachments

- Admission of Students
- Enrollment Packet

Transportation

Arise Academy Charter High School is located in Center City Philadelphia at 11th and Market Streets. This location was chosen to enable students city-wide, from foster care, to access the school by public transportation. Following School District of Philadelphia guidelines (free to students living more than 1.5 miles from the school), all students are eligible for free transportation through the weekly distribution of SEPTA "Transpasses." These transportation passes are distributed to students each Friday afternoon for use by students the following week. Students absent on Friday are given the Transpasses on the day of their return to school.

Food Service Program

Food services are provided through the satellite lunch program of the School District of Philadelphia. Students are required to demonstrate need through federal financial guidelines. All students qualify for the free breakfast program, but only those completing the application for free and reduced lunches are entitled to foods provided by the school.

Satellite lunches are served since the school does not have a full service kitchen. The Board and current school administration are currently working with potential partners to improve the choice and quality of foods available to our students. Student representatives have added voice and leverage to this process.

The school received a grant from Whole Foods to provide a salad bar for the students. This was piloted in the summer of 2011.

Student Conduct

In order to create an environment for positive student development and achievement that enhances learning and leads to success in school, we have established a number of expectations for student behavior. These expectations may be divided into two categories - those that apply to academic endeavor and those that apply to student behavior. Compliance with these expectations will foster positive and productive behavior that will enable students to achieve their full potential. In the area of student behavior, failure to comply with these expectations may result in disciplinary action being taken against students.

Demonstrate respect for people and property

- Students are honest, courteous, and polite
- Students respond courteously to instructions and/or requests from staff members
- Students respect school property and the property of others
- Students accept the rights of others to their opinion
- Students settle differences peacefully
- Students use appropriate language at all times
- Students display good sportsmanship at school-related functions
- Students participate in the maintenance and cleanliness of school facilities and property

Take responsibility for his/her own behavior and learning

- Students come to school prepared to learn
- Students recognize that schoolwork and academic development is the primary purpose
- Students complete all homework, class work, and exams
- Students make personal choices based on reasonable decision-making processes
- Students accept constructive criticism and disagreement when necessary and appropriate

- Students comply with all school rules
- Students accept the consequences of their actions

Use time and other resources responsibly

- Students attend school regularly and punctually
- Students attend all classes regularly and punctually
- Students use books and other equipment appropriately

Share responsibilities when working as members of a group

- Students participate, contribute, and share the work of the group
- Students accept and assume leadership when appropriate
- Students listen to the points of view of others

Meet the unique requirements of each class

- Students participate actively in class work
- Students follow class rules and procedures
- Students bring to classes textbooks, clothing, and other material necessary for participation
- Students observe rules for safe handling of class equipment and materials

Students who exhibit inappropriate behavior may receive one or more interventions including but not limited to a verbal warning, notification to the parent/legal care giver, suspension, or expulsion.

When a suspension exceeds three days, the student and his/her parents/legal care giver are provided with the opportunity for an informal hearing with the designated school official. The purpose of this informal hearing is to provide the student with the opportunity to explain circumstances surrounding the event for which he/she is being suspended or to show why the student should not be suspended. Such hearing takes place as soon as possible after the circumstances except that, when extraordinary circumstances involving the health and safety of the student or of others in the school require immediate exclusion, the hearing may be delayed to such time as circumstances permit. The following due process requirements are observed regarding informal hearings:

- Notification of the reason(s) for the suspension are given in writing to the parents/legal care giver and to the student
- Sufficient notice of the time and place of the informal hearing is given
- The student has the right to question any witnesses present at the hearing
- The student has the right to speak and produce witnesses on his/her own behalf
- The informal hearing is held within the first five days of the suspension

The Board may either expel for a period exceeding 10 calendar days or may permanently expel from the rolls any student whose misconduct or disobedience is such as to warrant this sanction. No student shall be expelled without the opportunity for a formal hearing before the Board or a duly authorized committee of the Board. The following due process requirements are observed regarding formal hearings:

- Notification of the charges shall be sent to the student's parents/legal care giver by certified mail
- Sufficient notice of the time and place of the hearing is given
- The hearing shall be held in private unless the student or parent/legal care giver requests a public hearing
- The student has the right to be represented by counsel
- The student has the right to be presented with the names of witnesses against him/her, and copies of the statements or affidavits of those witnesses

- The student has the right to request that any such witnesses appear in person and answer questions or be cross-examined
- The student has the right to testify and present witnesses on his/her own behalf
- A record is kept of the hearing. The student is entitled, at his/her expense, to a copy of the transcript
- The proceedings are held with all reasonable speed

During the 2011-2012 school year a total of 42 suspension incidents took place and 2 expulsions. Discipline policies are attached.

Student Conduct - Attachments

- Code of Student Conduct
- Culture Systems at Arise 2011-2012
- Student Conduct
- Corporal Punishment
- Discipline and Students with Disabilities
- Expulsion - Weapons Possession
- Suspension Notice

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2012

The ARISE Academy Charter High School within Philadelphia IU 26 assures that the charter school will comply with the requirements of 22 Pa. Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

1. There are a full range of services, programs and alternative placements available for placement and implementation of the special education programs in the charter school.
2. The charter school has adopted a "child find" system to locate, identify and evaluate children who are thought to be a child with a disability eligible for special education residing within the charter school's jurisdiction. "Child find" data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for effectiveness. The charter school implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The charter school has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The charter school will comply with the PA Department of Education annual report requirements including special education information.
5. The charter school follows the state and federal guidelines for participation of students with disabilities in state and charter school-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The charter school assures the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

This assurance must be signed by the Board President and the Chief Executive Officer for the charter school to operate services and programs.

Board President

Date

Chief Executive Officer

Date

2011 - 2012 Annual Report for Pennsylvania Charter Schools

Verify that all DATA reports to PDE are complete

YES ____ **NO** ____

Assurance for Compliance with the Public Official & Employee Ethics Act

The original Public Official and Employee Ethics Act (the "Ethics Act") was amended and reenacted in 1989 by Act 9 of 1989 and in 1998 by Act 93 of 1998. (See Act 9 of 1989, 65 P.S. §401, et seq. and Act 93 of 1998, Chapter 11, 65 Pa.c.s. §1101 et seq.) The Act provides that public office is a public trust and that any effort to realize personal financial gain through public office is a violation of that trust. The Act was passed to strengthen the faith and confidence of the people of the Commonwealth in their government. The Act established the State Ethics Commission to administer and enforce the provisions of the Act and to provide guidance regarding the standards established by the Act.

The ARISE Academy Charter High School assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the "Ethics Act") and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the "Ethics Act" is available on the Ethics Commission's website at: <http://www.ethics.state.pa.us/ethics/site/>

The assurance must be signed by the Chief Executive Officer and Board of Trustees President of the charter school.

Identify the charter school's Chief Executive Officer.

Name: Gabriel Kuriloff **Title:** Chief Executive Officer

Phone: 215-563-1656 **Fax:** 215-563-5374

E-mail: gkuriloff@ariseacademychs.org

Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.

Name: Stephan Wanner **Title:** President of the Board

Phone: (215) 448 5287 **Fax:** 215-563-5374

E-mail: stephen.wanner@ey.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Rose Skolnick **Title:** Special Education Director

Phone: 215-563-1656 **Fax:** 215-563-5374

E-mail: rskolnick@ariseacademychs.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- ARISE 2012 Annual Report Signature Page